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ABSTRACT

This Statement of Goals for Vanier College is comprised of two sections: Section A. A Statement of Goals for Vanier College, and Section B. Appendix. In Section A, the four chapters are: Backgrounder--An introduction to the Statement of Goals; Overview--Broad guidelines, within which the Statement of Goals must be considered; A Statement of College Goals; and Afterword--Comments on the procedures followed by the Goals Committee. Section B contains (1) a complete listing of goals and means by which they might be achieved; (2) Vanier Institutional Goals Inventory--report of results; (3) A brief to the Superior Council of Education on the present state and future directions of the CIGEP; (4) Collegial objectives as per the Superior Council of Education--September 1973; (5) Sources; and (6) References. (DB)

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VANIER COLLEGE

A PLACE TO LEARN

A Statement of Goals

Prepared for the Board of Governors
Vanier College
821 Blvd. Ste. Croix
Ville St. Laurent, P. Q.

JC 740 212

COMMITTEE MEMBERS

Richard Chalifoux
Diana Kertland
Robert Levine
Allen Mendel
Roland Wensley
William Young

June 17, 1974

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PREFACE

On November 5th. 1973, the Director General of Vanier College, J. A. Shanahan, presented to the College's Board of Governors a proposal calling for the creation of a College Goals Committee with the mandate to develop a Statement of Goals for Vanier and to present a report to the Board of Governors by May 1st, 1974.

At that time Mr. Shanahan declared,

> The time has now come for the College community to evaluate, and to establish, priorities upon which the future will be based. This step is particularly critical for it is recognized that resources will be limited. No longer will it be possible, if indeed it ever was, to initiate activity without having first analyzed its objectives.

It was also pointed out that the Superior Council of Education, at the request of the Education Minister, was embarking upon a major study of the CEGEP system and that the resulting recommendations would undoubtedly have a profound effect on the College. Surely Vanier would be in a better position to cope with them if it had first developed a clear profile of its own objectives.

At that November meeting the proposal was adopted and by the end of the month the College Goals Committee had been established, consisting of the following members:

Dr. Robert Levine, Representative, Board of Governors
Roland Wensley, Representative, Academic Council
Diana Kertland, Representative, Management Council
Bruce Morgan, Representative, Community Council
William Young, Representative, Senior Administration

William Young was asked to chair the committee.

Very early the committee decided to add to its membership and the Snowdon Campus was invited to send two representatives. Richard Chalifoux and Roger Buckley were named, although Roger resigned shortly afterwards. In February Bruce Morgan left the committee and was replaced by another student member, Allen Mendel. The Director General worked closely with the committee, attending most of its meetings in the first months.

The committee met on a weekly basis beginning November 30th.. As it was immediately apparent that it could not succeed in its task without the active support of the Vanier community, it began planning those activities which would provide this support. In early January an initial brainstorming session involving about thirty-five members of the Vanier community was held. It proved to be fruitful for many of the major concerns to be repeated in the subsequent months were first indicated here.

The major phase of the consultative process began in February with the launching of "Operation Signpost". At that time members of the College community participated in radio 'phone-in shows', held public seminars, talked with the public via a telephone 'Hot-Line', and invited Dr. Terry O'Banion from the University of Illinois to animate a series of discussions on future directions of the College. In addition a major Institutional Goals Inventory was prepared especially for Vanier by Dr. Janet Donald of McGill University, with the permission of the Educational Testing Service, Princeton, New Jersey. The questionnaire was administered to both the internal and external community, and its results were tabulated by the College Computer Center and analyzed by Dr. Donald. (Her complete report can be found in the Appendix: Page 75)

The results of these activities were collected and sorted, and a pattern of distinct goal areas began to emerge. These were presented to the College community for consideration at a Pedagogical Day held on the Ste. Croix Campus April 17th. 1974, and at informal sessions held simultaneously on the Snowdon Campus. The purpose of this exercise was to encourage participants to reflect upon the relative importance of each of the goal areas.

Subsequent to this, the committee again continued to meet attempting to find an order within the data in its possession. This report is the result.

We apologize for its length. However, we have found that as this is the first exercise of its type in which Vanier has engaged there is indeed a great deal to be said. We have made every effort to be concise and have eliminated many points which might well have been included.

We have also attempted to develop a format of reporting that would make identifying the salient points as simple as possible. Thus at the end of each chapter we have included a listing of the recommendations found within. We also list the Goal Areas, and their Major and Sub-Goals separately, and further present the main body of Goal Statements and Means in tabulated form[1]. Nevertheless we hope that the reader will not content himself with skipping from recommendation to recommendation but will take the time to read the report carefully and critically.

We would also point out that the Appendix contains not only Dr. Donald's analysis of the Vanier College Goals Inventory, but also other relevant documents. We have in addition included a bibliography of those materials we consulted, as well as a reference list.

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[1] See Appendix - p. 51

The committee is grateful to those many members of our College community, both internal and external, who through their participation, their ideas, and their initiative, provided us with much needed support and direction. Further we would like to offer thanks to the Internal Communications/Animation group within Student Services for rendering so many invaluable services throughout the whole of our operation and, finally, an expression of appreciation must be offered to Susan Howard who so graciously provided us with typing services.

As Chairman of the College Goals Committee, I wish to extend to each of our members my heart-felt appreciation for the many long and arduous hours, frequently sustained by only the most meagre of sandwiches and black coffee, that have culminated in the presentation of this Statement of Goals. On behalf of the other members of the committee, I especially want to thank Diana Kertland and Roland Wensley, who, when things became darkest and most bleak, time after time, provided us with the light at the end of the tunnel.

Respectfully submitted,

William A. Young, Chairman
Vanier College Goals Committee

May 15, 1974

SECTION A

A STATEMENT OF GOALS FOR VANIER COLLEGE

CHAPTER I

BACKGROUNDER

An Introduction to the Statement of Goals

In its first Academic Calendar, published in the fall of 1970, Vanier College introduced itself to the community in the following way:

> VANIER COLLEGE
>
> CEGEP
>
> In 1967, with the passage of the General and Vocational Colleges Act, the Province of Quebec moved into the mainstream of community college education. The Act sets forth the basis for the creation of public educational corporations whose primary goal is the opening of many avenues for the comprehensive and intensive schooling of the community's citizenry.
>
> From this initiative came the establishment of a network of regionally dispersed colleges which are popularly called CEGEPs. These institutions, subsidized 100% by the provincial government, provide tuition-free education for all Quebec citizens who have completed secondary studies and who can meet the academic standards for successful completion of the collegial programme. These CEGEPs offer both a two-year stream that leads to university entrance and a three-year vocational stream. The latter includes a selection of professional and technological options, which channel into the broad labor market. The CEGEPs also serve as a framework from which a far-reaching programme

of continuing education can develop.

> Vanier College, the second English-language CEGEP in the province of Quebec, was incorporated in March, 1970. With its thirty-three sister colleges it will attempt to realize the guiding principle of the Parent Royal Commission on Education which asserted that every Quebec citizen has the right to obtain an education in accordance with his or her wishes and capacity.[1]

Vanier College, much as did Topsy, just grew. And grew! And grew! And because it grew so rapidly, and at such a frantic pace, those charged with the responsibility of overseeing its growth were forced to concern themselves with the immediate. This imposed such demands on their energy and time that it was virtually impossible to enter into an exercise of goal setting or long range planning. The consequence was that the nature of Vanier College today came about by our "just growing". Our patterns and procedures, our attitudes and style, are not the result of a carefully considered plan put rationally into operation, but rather the compilation of a number of individual choices made over the past four years.

While these choices were made within the framework of a Vanier philosophy and a spirit of community, if one looks at the College's profile today, one is forced to admit that there are inconsistencies, and, in some instances, evidence of a lack of clear direction.

The mission of the College Goals Committee has been to work towards providing the necessary direction, and reconciling the inconsistencies.

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[1] Calendar: 1970/71 Vanier College: Vanier College, College of General and Vocational Education; Montreal, P. Q. 1970. P. 1.

Within the report we recommend that the College pursue the following Dominant Goal Areas:

I. Personal Development through the Educational Process

II. The College and the Community

III. Research and Development

IV. Governance and Administration

Within each of the Dominant Goal Areas are statements of Major Goals. To a large degree these represent verbal abstractions. However they can be enormously useful as conceptual tools in deliberating, determining and evaluating policy and practice within the College. They are meant to represent targets towards which the College should continually aim.

Further within each of the Major Goals we have enunciated a number of Sub Goals which if followed could lead to the realization of the Major Goal. Beyond this we have attempted to be more specific still. Because we were requested to bolster our abstract recommendations with precise proposals, we have included with most of the Sub Goals a series of Means: steps which are possible and practical, and which are consistent with the Goals to which they are aligned.[1]

However we must emphasize that the suggested Means and even Sub-Goals are presented as illustrations only and should not be assumed to be comprehensive. Although our consultation was widespread and the documents researched were many, and while we have indicated all of those things which were demonstrated to be of importance, we do in no way claim to have all the answers. There are undoubtedly gaps and omissions in our presentation. Nonetheless we do believe that this report represents a practical blueprint for Vanier College.

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[1] Appendix - p. 51

Therefore, we would urge that upon the acceptance of this report by the Board of Governors it be made available for discussion within the College, and that every member of the Vanier community be asked to bear in mind its recommendations both in developing and enacting policy.

Further we would recommend that the Board establish and provide adequate resources to a number of Task Forces, each to be concerned with Major and/or Sub Goal areas, and charged with the responsibility of developing, within a precise time frame, operational plans which will ensure the integration of the Major Goals into Vanier's way of life. These task forces must reflect the many components of the Vanier Community, and most definitely must involve representation from both campuses. If this can be done, and followed-up, supported by an administrative structure committed to facilitate the achievement of the College's Goals, the efforts of this committee will have been worthwhile.

RECOMMENDATIONS

1. That this report be widely circulated throughout the Vanier Community.
2. That members of the Vanier Community be requested to bear in mind its recommendations both in developing and in carrying out policy.

3. That Task Forces reflecting all aspects of the Vanier Community be created to develop operational plans which will ensure the integration of Vanier Goals within its life style.

4. That these Task Forces have the necessary resources at their disposal.

5. That the College's administrative structures be committed to facilitate the achievement of Vanier's Goals.

CHAPTER II

OVERVIEW

Broad Guidelines within which the Statement of Goals must be considered

As the reader is aware, the approach taken by the College Goals Committee was to develop a statement of College Goals by consultation. The many public meetings, the Pedagogical Days, and of course the Goals Inventory all provided us with the input that led to the recommendations we will be making in the following chapter.

While we were most satisfied with this procedure, we recognize that there is a risk inherent in consultation. Because everyone who contributed to the Committee is very much a part of the Vanier Community, their views tended to relate directly to Vanier's current situation. Their recommendations for the most part were either in support of those things we do well, or to suggest modifications of present patterns. There is nothing wrong with this, but the Committee feels that if we were to do nothing more than render orderly and logical our current situation, and this was in fact considered to be part of our mission, our work would be incomplete.

The challenge facing Vanier is greater than simply putting our house in order. We must be prepared to consider dramatic change; we must be ready to re-examine the very roots of our institution, and we must all be willing to re-define our roles at Vanier to be consistent with the Goals - and potential of our College. We must see Vanier as a unity within which all our functions have meaning, rather than as a backdrop permitting our particular interests to claim centre stage. There comes the time when we must stand back and look at the whole. If we can do this, and if we can see Vanier's Goals in this context, we can then demand of ourselves and the College, that we attain standards of excellence.

It is with this in mind that we offer an overview of the Goal Statements.

Vanier College is a multi-campus public College providing General and Vocational Education (CEGEP) and what ever Goals it sets for itself must be consistent with the purpose of CEGEP's as defined by the government. Our Statements of Goals are presented with this reality in mind and so must they be interpreted. When the Board of Governors creates Task Forces to work from these Statements, we would ask that they remain particularly sensitive to this fact.

If there is one goal that Vanier College must pursue with unfailing zeal it is to foster the personal development of the individual, through the educational process (learning to be), and the importance we attach to this goal can be measured by the extensive elaboration we have given it.

However, if it is to ever be achieved all members of the College must be prepared to work in good faith. While Means, and even Sub-Goals may differ widely, all College members must be united in their desire to achieve the Dominant Goal itself. This in turn means that behaviour which is in opposition to this must be declared to be unacceptable, and modified.

The implications of this statement are immense. In the suggestion that adequate checks and balances exist if we are to think of reaching our goals, lies the assumption that all members of Vanier College are prepared to accept the concepts of "responsibility" and "accountability" which are discussed at length within the Goal Area "Governance and Administration".[1]

Vanier College must exist as an open and democratic institution. As such, its members must accept that they are part of a community and their actions continually affect others. Therefore while we strongly recommend that our energies be directed to the development of the individual, we do so only with the understanding that all College members will recognize and respond to the responsibilities of the individual within our educational community.

The right to be an individual is not an absolute right. Unless its limitations are recognized, the negative effect of individuals or small groupings "doing their own thing" in opposition to the stated Goals of the College will of course make the examination and attempted implementation of those Goals impossible, and indeed a mockery of real educational planning. Thus we must urge that every member of Vanier College be prepared to enter into the spirit of community, and if, as the Goals Inventory suggests, there is a need to define "community" this must be done at once.[1]

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[1] p. 71

It is not novel to suggest that Vanier funtion as an open and democratic institution. In fact this has always been one of our Goals. However as the Goals Inventory demonstrates, College members do not feel that it has been achieved.[2] On the one hand there is the declaration that the democratic process inhibits change by slowing everything down to a snail's pace, while on the other is found the criticism that the College administration is too ready to make decisions that are insensitive to the real needs of the institution. This has led to a lack of faith in the existing structure and a reliance on alternate and in some cases destructive avenues being followed by individuals seeking decisions that favour their self-interests. Some of this could be countered if a spirit of community were to develop at Vanier, to be sure, but other concrete measures are also required.

Among the difficulties that have continually haunted Vanier have been our consistent failure to distinguish between the formulation of policy and the implementation of policy, and our reluctance to hold individuals and groupings responsible for their decisions and/or actions.

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[1] Vanier Institutional Goals Inventory - Report of Results; Donald, J. - May 1974 - P. 116; 150.

[2] Donald, P. 112

The process of making policy should be as open as possible, as democratic as possible, and everyone should have access, either directly or through representation, to those bodies which make policy. However, once agreements have been worked out, their implementation must be left to administrative officers expected to function with speed, fairness and firmness. How well they do this must be subject to orderly and thorough review. In the same way, the grouping setting the policy must also be held responsible for its decisions. The College can no more live with bad policy simply because the committee which bequeathed it has disbanded, any more than it can accommodate inadequate administrative performance.

If the distinction between policy formulation and policy implementation can be maintained, it then becomes possible to more clearly define the roles of the officers and councils, and other committees and persons that comprise the policy making and policy implementing machinery. It has been the failure to do this, rather than the constitution of these organisms, that has led to uncertainty and an apparent lack of leadership, creating the vacuum in which vested interests too often establish themselves.

We are living in a time of intense social and technological change, and we must improve our capacity to cope with this phenomena. Too frequently we as educators back into the future, eyes firmly fixed on the past, inhibiting innovation by holding to systems and assumptions that have long ceased to be relevant.

We can tolerate this no longer. If we wish education to be meaningful; if we wish to pursue the goal of Personal Development, our administrative structures and indeed our attitudes and actions must be oriented toward the future, toward accommodating change. We must insist that education not be separated from life and we must not be reluctant to take new initiatives. Above all we must not permit ourselves to become incased within an intellectual ivory tower.

> I would contend, in fact, that no educational institution today can set sensible goals or do an effective job until its members - from chancellor or principal down to the newest faculty recruit, not to mention its students - subject their own assumptions about tomorrow to critical analysis. For their shared or collective image of the future dominates the decisions made in the institution[1].

All of this suggests that we must be flexible. We cannot hold myopically to any single philosophy of education. If our goals are clear, and clearly understood - it will be possible for students to plug into the College at many levels, with a wide choice of educational experiences waiting for them once they are there.

For after all, it is to the students that we owe our primary allegiance. The College exists to provide them with the environment in which they may learn, a reality that we must never permit ourselves to ignore. Their needs and desires, their fundamental human rights, and the consideration of how these can most adequately be met, must form the basis for any Statement of Goals.

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[1] Toffler, Alan: ed. Learning for Tomorrow: The Role of the Future in Education.

> On the whole, the standpoint which is still prevalent among educators consists of thinking that the student, the man as he exists fundamentally, is not very inventive or inclined to exert himself, that he must be constantly controlled and subjected to discipline and norms, and that only a few individuals possess the gifts of imagination and ingenuity, and the ability to pursue lengthy studies.[1]

One shudders at the thought that this generalization might be valid in some educational systems. One cannot accept it for Vanier. Never within our scheme of things can we allow students to occupy second place.

As a final word, we must return to our demand that members of the College never become so preoccupied with their specific tasks or interests that they lose sight of the unity which is Vanier, or of its Goals.

Inchworm, inchworm,
measuring the marigolds,
You and you arithmetic
you'll probably go far,

Inchworm, inchworm,
measuring the marigolds,
Seems to me, you'd stop and see,[2]
How beautiful they are!

---

[1] Educational Activity: Annual Report 1969/70 Superior Council of Education, Province of Quebec. March 1971, P. 35

[2] Frank Loesser, from his delightful song, "Inchworm" written for the Broadway musical Hans Christian Anderssen.

RECOMMENDATIONS

1. That in the performance of their daily tasks, all members of the institution be urged to remain conscious of the unity that is Vanier College, and of its Goals.

2. That Vanier College, in establishing its Goals remain cognizant of the fact that it is:

   a) A College of General and Vocational Education (CEGEP)

   b) A multi-campus College.

3. That all members of the College unite in the desire to pursue the institution's goals.

4. That in the pursuit of those goals all members of the College must recognize their responsibilities to others as well as the limitations of their own "absolute" rights.

5. That the concept "Vanier Community" be defined, and applied, in concrete terms.

6. That the roles of policy-making and policy-implementation organisms within the College be clearly defined - and that once this is done, they function according to these definitions.

7. That the attitudes, and actions of groups and individuals within Vanier be firmly fixed on the future, and that change based on a realistic appraisal of students' needs, become an accepted part of our way of life.

8. That the College not hold to any single philosophy of education, but remain flexible.

9. That in the pursuit of College Goals, the needs and wishes of students be assigned a top priority.

CHAPTER III

A STATEMENT OF COLLEGE GOALS

Within this chapter we present the following:

i) a listing of Major Goals in order of priority

ii) a commentary

iii) a listing of Major and Sub-Goals in order of priority

THE MAJOR GOALS - in order of priority

I GOAL AREA: PERSONAL DEVELOPMENT THROUGH THE EDUCATIONAL PROCESS

DOMINANT GOAL: That Vanier College, through the educational process provide the means by which a student may acquire the knowledge, intellectual skills, traits, and attitudes to live a personally satisfying life.

MAJOR GOAL: That Vanier College provide ample opportunity for each student to define personal goals and have access to flexible means to achieve them. Those means should include processes designed to enhance and develop the sense of self-worth and self-confidence.

That the concept "balanced curriculum" [1] at Vanier College should include attitudes about learning and also specific learning skills. This would include familiarity with research and problem solving method, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to life-long learning.

That Vanier College continue to offer, and study the extension of, career programmes as part of the CEGEP curriculum.

That Vanier College institute a balanced curriculum based upon a commitment to the principle of "general education" within a unique CEGEP setting, while remaining cognizant of the role of the College in preparing students both for further education and the world of work.

That Vanier College stress both the development of cultural and aesthetic awareness, as well as general physical fitness.

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[1] See definition of Balanced Curriculum - p. 51

[2] See definition of General Education - p. 51

II. GOAL AREA: THE COLLEGE AND THE EXTERNAL COMMUNITY [1]

MAJOR GOAL: That Vanier College strive to realize its potential as a community college.

III. GOAL AREA: RESEARCH AND DEVELOPMENT

MAJOR GOAL: That Vanier College encourage the development of research centered on the pedagogical and organizational problems of the collegial sector so as to facilitate achievement of College Goals.

IV. GOAL AREA: GOVERNANCE AND ADMINISTRATION

MAJOR GOAL: That Vanier College develop an effective and efficient system of governance and administration which will facilitate the achievement of College Goals.

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[1] See definition of External Community - p. 63

A STATEMENT OF COLLEGE GOALS - a commentary

There is no doubt in the minds of the members of the College Goals Committee that the concerns expressed most frequently throughout the consultative period, lay in the realm of pedagogy. All the evidence, especially the results of the Goals Pedagogical Day and the Inventory questionnaire, point to the need for clarification in this area. The reader will note that Recommendation #3 of Dr. Donald's Report states that "the College should assign a high priority to the delineation of pedagogical goals and to supplying the means to support these goals,"[1] while her first Recommendation requests a "clarification of the actual importance attached to academic development . . ."[2]. Recommendation #4 calls for an investigation by all members of the Vanier community, at length and in depth, of the question of individual personal development.

It is from this base that the first Goal Area, "Personal Development through the Educational Process" (learning to be), and its Dominant Goal are drawn. The learner is the agent of his own education, and what he learns only has value as it influences or changes him - as it helps him "learn to become": as it helps him "be".

Because the expressions "Balanced Curriculum" and "General Education" recurr frequently we have attempted to define both.[3] Please note that

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[1] Donald : p. 149

[2] Donald : p. 149

[3] See p. 51

"General Education" as we have defined it has a very broad meaning and is applicable equally to either "general" or "vocational education" as understood within the acronym "CEGEP".

GOAL AREA: PERSONAL DEVELOPMENT THROUGH THE EDUCATIONAL PROCESS (learning to be)

This Goal Area is the only one in which is found more than one Major Goal - and this again is an indication of the importance we attach to it.

The first Major Goal requires the College to provide students with ample opportunity to define personal goals, enhancing and developing their senses of self-worth and self-confidence in the process and we suggest that much of this be offered within the core programme. Numerous other suggestions for the College to examine are presented within both Sub-Goals and Means. It should be noted that we indiscriminately list those activities to be pursued within the classroom with those occupying a broader stage. If the College is to emphasize "learning" we must accept that it is a continuous process and act accordingly.

The final Sub-Goal of this first Major Goal recognizes that in an institution as large as Vanier we tend to be overwhelmed by size. Consequently we withdraw into comfortable and familiar - but restricted - patterns, resulting in a College in which most of its members are strangers to each other. We present several ways in which greater interaction can be promoted in order to encourage personal growth, and we especially urge that a study group be established to explore methods of reducing the negative impact of size on the College - including a careful consideration of the concept of "clustering".

The second Major Goal in this area recommends that the concept "Balanced Curriculum" should include attitudes about learning and specific learning skills. This is presented in three Sub-Goals including one which requests that remedial and developmental programmes in basic skills be given a high priority.

Major Goal #3 is a re-affirmation of the College's commitment to vocational education, and we suggest that Vanier must continually consider the possibility of extending its present offerings. Further we place a high priority on vocational counselling and the distribution of information about vocational programmes.

We also recommend that the College give serious study to the document A Brief to the Superior Council of Education on the Present State and Future Directions of the CEGEP submitted by Francis P. Greaney for members of the Snowdon Campus of Vanier College.[2] It raises major questions in this area, and makes precise recommendations, and out of it could come new directions for our institution.

The Goals Committee feels that an ongoing examination of Vocational Education must take place within the College. There is a need to explore the potential of Career Programmes. We must also study the degree of co-ordination possible between this sector and Continuing Education in providing re-training facilities and in responding to requests for assistance from the external community. And, once and for all, we must have a realistic appraisal of the special "problems" that Careers pose for Vanier.

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[2] See Appendix - p. 159

The fourth Major Goal recommends that the College institute a balanced curriculum based on a commitment to general education, as well as making specific reference to the role of the College in preparing students both for further education and the world of work.

Most of the Means found within this section deal with specific elements relating to administrative and curricular change. However, the reader is urged to give serious consideration to Sub-Goal 4.2 for here we recommend that all graduating students be required to be functionally bilingual and familiar with the culture of Quebec.

The final Major Goal asks the College to stress both the development of cultural and aesthetic awareness and general physical fitness.

GOAL AREA: THE COLLEGE AND THE EXTERNAL COMMUNITY

This Goal Area works from the assumption that Vanier should be a Community College and as such must begin to meet its responsibilities to the community more effectively.

We would caution the reader that this section does not deal exclusively with Continuing Education. Within its Sub-Goals is a call to study the many implications of a possible policy of open admissions, and to develop a more effective mechanism of liaison with High Schools and universities, as well as business, industry and government. We also recommend that Vanier assume more educational leadership within the community, and that its resources and services be made more generally available.

GOAL AREA: RESEARCH AND DEVELOPMENT

Our presentation here is very straightforward, reflecting the need for research centred on the pedagogical and organizational problems of the collegial sector so as to facilitate achievement of College Goals.[1]

We recommend that research be co-ordinated by a Director of Innovation, Research and Development and that he be provided with the necessary resources to ensure that he may properly serve the College. We also suggest that the fate of all research projects should be determined by means of a systematic evaluation procedure. We further recommend that sound research methods should be employed in the regular evaluation of all College programmes.

GOAL AREA: GOVERNANCE AND ADMINISTRATION

Here our reference is to those systems of governance and administration the College will require to facilitate the achievement of College Goals.

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[1] For a somewhat different perspective see Donald: p. 97, 146

It includes a restatement of the need to insure that governance structures reflect the concerns of the Vanier Community and requests that this be made possible by fostering maximum participation by College members. It also expresses a need for the efficient administration of all College policy.

We also request that the College accept the principle of accountability which infers that our policies and procedures should be frequently evaluated.

Finally, and as a fitting conclusion, we recommend that the College regularly examine its Goals to determine whether they are being achieved, as well as periodically review the Goals themselves.

We now direct the reader to the Major recommendations of this report: those Major and Sub-Goals, which we feel should be subscribed to by the College. Please note that in the Appendix is found the complete listing of Goals and Means. (p. 51)

The Major Goals with their Sub Goals - in order of priority

I. GOAL AREA: PERSONAL DEVELOPMENT THROUGH THE EDUCATIONAL PROCESS (Learning to be)

DOMINANT GOAL: That Vanier College, through the educational process, provide the means by which a student may acquire the knowledge, intellectual skills, traits and attitudes to live a personally satisfying life.

MAJOR GOAL:

1. That Vanier College provide ample opportunity for each student to define personal goals and have access to flexible means to achieve them. These means should include processes designed to enhance and develop the sense of self-worth and self-confidence.

SUB GOAL:

1.1 That each student be given the opportunity of developing his own personal goals and be provided with means of achieving them.

1.2 That students be encouraged to achieve deeper levels of self-understanding.

1.3 That students be provided with the opportunity of making a meaningful contribution to the College and the Community in order to enhance and develop a sense of self-worth and self-confidence.

1.4 That a climate of easy interaction among all persons and groups within the College be fostered in order to promote personal growth.

MAJOR GOAL:

2. That the concept "balanced curriculum" at Vanier College should include attitudes about learning and also specific learning skills. This would include familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to life-long learning.

SUB GOAL:

2.1 That teachers be cognizant that attitudes are "caught not taught".

2.2 That without undue restriction of choice, specific learning skills become part of the general education of every Vanier student.

2.3 That Vanier College provide remedial or developmental programmes in basic skills.

MAJOR GOAL:

3. That Vanier College continue to offer, and study the extension of, career programmes as part of the CEGEP curriculum.

SUB GOAL:

3.1 That Vanier College study the extension of career programmes regularly, and in depth.

3.2 That Vanier College offer maximum assistance to students in planning their vocational goals.

3.3 That Vanier College strive to bring careers education into closer conformity with the objectives and spirit of general education.

MAJOR GOAL:

4. That Vanier College institute a balanced curriculum based on a commitment to the principle of general education within a unique CEGEP setting, while remaining congnizant of the role of the College in preparing students both for further education and for the world of work.

SUB GOAL:

4.1 That Vanier College move towards the ideals of "general education" and "balanced curriculum" through specific administrative and curriculum change.

4.2 That Vanier College require graduating students to be functionally bilingual and familiar with the culture of Quebec.

MAJOR GOAL:

5. That Vanier College stress both the development of cultural and aesthetic awareness as well as general physical fitness.

SUB GOAL

5.1 That Vanier College work to foster an intellectual environment of creativity and cultural awareness and encourage students to actively participate.

5.2 That physical education at Vanier College be a recognized component of general education.

II. GOAL AREA: THE COLLEGE AND THE EXTERNAL COMMUNITY

MAJOR GOAL:

1. That Vanier College strive to realize its potential as a Community College.

SUB GOAL:

1.1 That all students have access to educational experiences that are meaningful to them.

1.2 That all mature students have access to the educational resources of the College in order to further their education according to their needs.

1.3 That Vanier College maintain close liaison with high schools, universities, business, industry and government so as to meet the needs of both present and potential students.

1.4 That Vanier College provide educational leadership for the external community.

1.5 That Vanier College provide the environment in which students may learn how to bring about changes in society.

III. GOAL AREA: RESEARCH AND DEVELOPMENT

MAJOR GOAL:

1. That Vanier College encourage the development of research centered on the pedagogical and organizational problems of the collegial sector so as to facilitate achievement of College Goals.

SUB GOAL:

1.1 That a high-level post, Director of Innovation, Research and Development, be created and that the person appointed to the post be charged with the major responsibility for encouragement of research and for initiating curricular or instructional change.

1.2 That the Director of Innovation, Research and Development be responsible for information relating to College level research.

1.3 That knowledge concerning innovation be systematically disseminated throughout the College.

1.4 That all research projects (curricular and pedagogical) at Vanier be evaluated in terms of their objectives and officially supported or terminated, as the case may be.

1.5 That sound research methods be established so that all career and pre-university programmes can be evaluated on a regular basis.

1.6 That a scheme of integrated financing be evolved to support curriculum development and pedagogical research.

IV. GOAL AREA: GOVERNANCE AND ADMINISTRATION

MAJOR GOAL:

1. That Vanier College develop an effective and efficient system of governance and administration which will facilitate the achievement of College Goals.

SUB GOAL:

1.1 That Vanier College develop a system of governance for the College and campuses which reflects the needs of the College and which is sensitive to the concerns of all College members.

1.2 That Vanier College ensure that the Administration efficiently carries out the policy decisions of the College.

1.3 That all areas of the College (administration, services, programmes or departments) be held accountable for the funds allocated to them and the effectiveness of the service, programme etc., offered.

1.4 That Vanier College implement procedures for continual review of College Goals on an annual basis to determine whether they are being achieved. In addition, a periodic review of the goals themselves should be undertaken.

CHAPTER IV

AFTERWORD

Comments on the Procedures Followed by the Goals Committee

In conclusion it might be fitting to make a few observations about the process that led to the development of this statement of College Goals.

There is no doubt that the members of the Goals Committee found the exercise extremely valuable. We discovered that our activities and our inquiries took us into so many different corners of the College that we all developed a much deeper understanding of what Vanier is, and what it might become.

One fact that struck us most forceably was the realization that the great majority of people are proud of their involvement with the College, and are sincere in their expressed desire to work towards its improvement. Clearly one of the challenges facing the Board of Governors and the Task Forces it creates will be to develop a means by which it can harness this interest.

Unfortunately there is no doubt that people will not commit themselves to a project unless they are reasonably assured that it will be fruitful and this attitude has contributed to a feeling of "ennui" within the internal community. Before this attitude can be dissipated the College will have to demonstrate that energy put into activities will not be wasted. It returns us to a theme that runs throughout this whole document - the need to regenerate a sense of community and involvement at Vanier.

* * * *

This Report represents Vanier's first attempt at establishing College Goals, and we are only too aware of its many deficiencies. Nonetheless we are satisfied that as an initial effort it is substantial enough to merit consideration. We do believe that if this Statement of Goals is adopted by Vanier, very real guidelines will have been established. It will be up to the College to assure that they are followed.

In addition, we cannot insist too strongly on the need for the College to subscribe to a review of its goals on a regular basis. It really goes without saying that the more clearly the College understands what it wants to achieve, the greater its chances of success.

On the assumption that another group, another time, will set out to develop a revised statement of College Goals, based on this study, may we pass along a few suggestions.

The very task of preparing this statement has been much more time consuming than anyone estimated. As a result we have not always been as prepared as we would have wished, nor did we pursue as many options as we might have, because everyone on the committee had another full-time function to perform. And this is not a realistic way of doing the job.

We would recommend that in the future more time be set aside for the study of College Goals, and that while the project should be under the guidance of a committee similar to the one established this time by the Board of Governors, one person should be given adequate release time and resources to co-ordinate and to carry out much of its work. We feel that if the work is to be done properly it must be approached in this manner.

The consultation process in which we engaged was successful in that the quality of feedback it produced was excellent. However we did not make contact with the numbers of people that we would have wished.

In retrospect we realize that some of this was due to our approach. While we made it widely known that we were available to receive community input, the community chose by and large not to come to us. In the future we would use a more agressive tactic and employ an "Outreach" programme. This could be done through telephone calls to the external community, setting up booths in shopping centers, attending departmental meetings, generating activity in the Student Mall,and so on. We are confident that the response, and the dynamics of the events themselves, would be more rewarding.

We would also seriously question the advisability of administering a Major Goals Inventory Questionnaire, and if we did we would probably not attempt to design our own. While we were satisfied with the results, the extra stress that its local development put on the Committee was not worth the effort.

This observation is somewhat irrelevant however, for we would undoubtedly substitute for the Inventory a number of mini questionnaires to be distributed at different times, each asking very specific questions of very specific groups, and as the data were collected they would be added to a common information bank. We feel this technique would produce a more immediate, and realistic portrayal of people's aspirations for the College.

We were very satisfied with the results of the Pedagogical Day at the Ste.-Croix Campus. There was a high level of participation and interest and we recommend that on a regular basis the College sponsor such activities for the purpose of discussing College Goals.

Perhaps future Goals Committees will be able to generate sub-committees to be assigned specific goal areas so that concrete recommendations on a given topic can be incorporated into the revised Statement of Goals. In this report we have suggested that Task Forces be created now, but there is no doubt that if such were to occur during the preparation of the revised Statement of Goals it would produce an economy of time.

In conclusion,we wish to express our gratitude to the Board of Governors, and to the Director General, for having provided us with the resources and the support we required to complete our mission. We hope that it will have a positive influence on the future direction of the College.

RECOMMENDATIONS

1. That the College revise its Statement of College Goals on a regular basis.
2. That sufficient time be alloted to enable this task to be performed.
3. That this activity be co-ordinated by a member of the College given release time and access to the necessary resources.
4. That in the revision of a Statement of College Goals both the internal and external community be actively consulted.
5. That before a questionnaire is utilized, its purpose, and format, be carefully considered.
6. That in the future the Goals Revision Committee set up sub-committees, working under its direction to study and recommend means of achieving goals.

SECTION B

APPENDIX

MAJOR GOALS, SUB GOALS, AND MEANS BY WHICH THEY MAY BE ACHIEVED

GOAL AREA: PERSONAL DEVELOPMENT THROUGH THE EDUCATIONAL PROCESS (Learning to Be)

DOMINANT GOAL: That Vanier College through the educational process provide the means by which a student may acquire the knowledge, intellectual skills, traits and attitudes to live a personally satisfying life.

DEFINITIONS:

1. General Education: That experience which results in the process of physical, intellectual and emotional maturation of the whole person ('learning to be") through the development of self-understanding, critical thinking, balanced judgement and high ethical and aesthetic standards within a context of physical well-being, all this in avoidance of too-early specialization.

2. Balanced Curriculum: Curriculum, seen as more than the totality of courses offered, is the maximum opportunity in terms of courses, experiences, and attitudes which contribute to the development of an individual in the areas of wholeness of self, intellect, vocation and aesthetic sense.

MAJOR GOAL:
#1

That Vanier College provide ample opportunity for each student to define personal goals and have access to flexible means to achieve them. These means should include processes designed to enhance and develop the sense of self-worth and self-confidence.

SUB GOAL:

1.1 That each student be given the opportunity of developing his own personal goals and be provided with means of achieving them.

MEANS

1.1.1 Design courses within core curriculum, philosophy and psychology which would allow students to contribute to the establishment of meaningful life goals and develop the means by which they may be achieved. This implies opportunities for a more conscious and explicit examination of personal values for all students.[1]

1.1.2 Provide expertise to students who want assistance in defining their goals and in outlining alternatives by which they might be met. This would be a supplement to 1.1.1.

1.1.3 Provide a testing and analysis centre which will inform students on the precise state of their intellectual skills and attitudes.

1.1.4 Incorporate within general education courses which are consciously future-oriented to improve students' ability to cope with the future.

1.1.5 To better implement the above (1.1.4) provide a group of interested teachers with funds to study the application deriving from studies of futurism such as Learning for Tomorrow: The Role of the Future in Education (Alvin Toffler (ed.)).

1.1.6 Permit students an extra year (after receipt of DEC) if they choose to pursue the goal of personal development.

1.1.7 Provide students with means of broadening horizons by providing for off-campus learning such as study abroad, correspondence courses, field work, on-the-job learning experience etc.[2]

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[1] Donald p. 142

[2] Donald p. 124

1.1.8 Encourage exchange/travel learning opportunities.

1.1.9 Bring into the College a wide range of professional experience to supplement local teaching skills.[1]

SUB GOAL:

1.2 That students be encouraged to achieve deeper levels of self-understanding.

MEANS

1.2.1 Provide human relations courses to encourage students to be open, honest and trusting in their relationships with one another. (Teachers should be expected to provide the model for this pattern of behaviour).

1.2.2 Give consideration within the curriculum to increasing the amount of peer teaching offered by the College.

1.2.3 Expand the role of personal counselling.

SUB GOAL:

1.3 That students be provided with the opportunity of making a meaningful contribution to the College and the external community in order to enhance and develop a sense of self-worth and self-confidence.

MEANS

1.3.1 Set up workshops to train students to use the governance and administrative structures of the College.

1.3.2 Facilitate the establishment, growth and development of the Vanier Students Association so as to give as many students as possible experience in governance, decision-making, etc.

1.3.3 Give students the opportunity to sit on all committees of the College.

1.3.4 Create Campus Councils with representation of faculty, students, administration and support staff to make decisions within the policy guidelines of the College regarding non-academic matters.

1.3.5 Establish courses that are "community oriented", such as Urban Politics.

1.3.6 Extend the present work by students with pre-school and deaf children to additional projects such as working with young people with learning disabilities, senior citizens, newly arrived immigrants, etc.

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[1] Donald p. 142

1.3.7 Encourage the development of student-staff publications.

SUB GOAL:

1.4 That a climate of easy interaction among all persons and groups within the College be fostered in order to promote personal growth.

MEANS

1.4.1 Re-assess the use of space at the College with a view to its utilization encouraging this interaction. For example an attempt should be made (at several spots within our buildings) to create "mini village squares" where by the judicious placement of vending machines etc., people would be encouraged to pause, and chat informally with each other.

1.4.2 Study the negative impact of numbers on the ease with which people interact and seriously examine the possibility of developing new structures which will encourage greater interaction (i.e. - house systems, clustering).

1.4.3 Request Student Services to continue to sponsor regular informal discussion sessions and forums focussing on College life or any other topic which will maximize this interaction.

1.4.4 Provide faculty and staff with the opportunity of following in-service programmes in personal development (i.e. sensitivity training, human awareness courses) to enable them to aid in interpersonal development.

1.4.5 Encourage interaction among members of different cultural clubs and undertake all other measures calculated to help students and staff understand and respect people from diverse backgrounds and cultures.

MAJOR GOAL
#2

That the concept "balanced curriculum" at Vanier College should include attitudes about learning and also specific learning skills. This would include familiarity with research and problem-solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to life-long learning.[1]

SUB GOAL

2.1 That teachers be cognizant that attitudes are "caught not taught".

MEANS

2.1.1 Encourage the Psychology Department of Vanier College to organize human relations seminars for Vanier Staff on the theme of the communication of attitudes about learning.

2.1.2 Request the members of the Advisory Committee for McGill Certification Courses to convey to the appropriate authorities Vanier's stress on the importance of attitudes about learning, in order that the topic may be incorporated in future curricula.

SUB GOAL.

2.2 That without undue restriction of choice specific learning skills become part of the general education of every Vanier student.

MEANS

2.2.1 Set up in collaboration with such bodies as McGill's Centre for Learning and Development investigatory projects which would help clarify the particular skills, attitudes and behaviour patterns most likely to ensure student success in higher education.

2.2.2 Establish a series of courses with specific skill building emphasis and ensure that students realize the importance of taking at least one.

SUB GOAL:

2.3 That Vanier College provide remedial or developmental programmes in basic skills.[2]

MEANS

2.3.1 Determine those basic skills in which all students should be proficient.

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[1] Donald p. 86,

[2] Donald p. 106

2.3.2 Study the possibility of acquiring legitimacy for remedial courses in all disciplines so that they may be offered for credit.

2.3.3 Conduct research designed to determine those "make-up" programmes that would be most useful.

2.3.4 Provide additional counselling services for students in remedial programmes.

2.3.5 Provide the necessary financial and physical resources to support this service.

2.3.6 Develop modified programmes which would permit a decelerated (or accelerated) pace.

2.3.7 Permit the possibility of students following a general programme in three rather than two years.

MAJOR GOAL: #3 That Vanier College continue to offer, and study the extension of, career programmes as part of the CEGEP curriculum.

SUB GOAL

3.1 That Vanier College study the extension of career programmes regularly, and in depth.

MEANS

3.1.1 Examine, during this process, the state of the labour market, the needs of the community, and the impact of new programmes on the College.

3.1.2 Consider the possibility of expanding career programmes primarily in those areas that would offer mutual support to each other (i.e. Day Care).

SUB GOAL

3.2 That Vanier College offer maximum assistance to students in planning their vocational goals.

MEANS

3.2.1 Concentrate all aspects of careers counselling, including contact with high schools, course counselling at Vanier, and job opportunities and employer contact programmes in a special careers office, and provide the resources to accomplish this.[1]

3.2.2. Ensure that the College takes special initiatives in co-ordinating the careers sector with Continuing Education, especially with regards to re-training programmes of all types.

3.2.3 Ensure that the College takes special initiative in introducing more work experience programmes into careers education.

3.2.4 Institute an annual Careers Day for high school teachers, counsellors and students, timed to take advantage of pedagogical days in high schools, and designed to make career opportunities well-known to a maximum number of persons.

3.2.5 Encourage each career sector to produce a slide-tape show of high quality for use in the schools and on Careers Day.

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[1] Donald p. 139

SUB GOAL:

3.3 That Vanier College strive to bring careers education into closer conformity with the objectives and spirit of general education.[1]

MEANS

3.3.1 Form a special committee to study and report upon the possibilities of immediate partial implementation of measures suggested in a document submitted by Frank Greaney.[2]

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[1] A Brief to the Superior Council of Education on the Present State and Future Directions of the CEGEP, Francis P. Greaney for members of the Snowdon Campus of Vanier College, March 1974. Appendix p. 163

[2] Greaney p. 159

MAJOR GOAL #4

That Vanier College institute a balanced curriculum based on a commitment to the principle of general education within a unique CEGEP setting, while remaining cognizant of the role of the College in preparing students both for further education and for the world of work.

SUB GOAL:

4.1 That Vanier College move towards the ideals of general education and balanced curriculum through specific administrative and curricular change.[1]

MEANS

4.1.1 Request each department, programme, or special area to develop in writing a position paper assessing its contribution to general education as defined above, outlining its needs, and forecasting its proposed future directions.

4.1.2 Institute a Curriculum Committee with long-term experienced membership, functioning as a sub-committee of the Academic Council, and charged with the specific function of working toward the realization of the ideals of general education and balanced curriculum.[2] The Director of Innovation, Research and Development shall chair this committee ex-officio.

4.1.3 In recommending to the Academic Council measures most likely to achieve the ideas of general education and balanced curriculum, the Curriculum Committee should take into account the position papers received from each department, programme, or special area.

4.1.4 Request the Curriculum Committee to recommend in particular to the Academic Council the yearly disposition of staff and resources and also project a three-year plan as a guide to future policy.

4.1.5 Have all new courses, programmes and activities approved first by the Curriculum Committee.

4.1.6 Ensure that the Curriculum Committee is open to innovative approaches involving use of staff when these approaches are carefully documented and seem likely to produce positive results.

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[1] Greaney p. 176

[2] p. 67

4.1.7 Encourage the inauguration of a Department of Non-Traditional Teaching, with powers similar to existing departments, in order that curriculum designed to bring about a greater degree of general education might be developed and implemented.

4.1.8 Set up a committee to study ways of fostering interdepartmental co-operation.[1]

4.1.9 Set up mechanisms to ensure that high performance standards are maintained.

4.1.10 Make all efforts to persuade the Quebec Department of Education to review teaching norms in the light of difficulties created by the needs of some specialized programmes.

4.1.11 Re-examine the entire process of scheduling classes, meetings, and official events, in order to ensure that the process is equitable for both student and teacher, and that the major objective of scheduling is indeed to achieve the ideals of general education and balanced curriculum.

SUB GOAL:

4.2 That Vanier College require graduating students to be functionally bilingual and familar with the culture of Quebec.[2]

MEANS

4.2.1 Offer courses in French in various disciplines.

4.2.2 Give high priority to financing French language clubs, cultural events etc.

4.2.3 Encourage the development of courses on aspects of Quebec culture.

4.2.4 Encourage "joint" and "exchange" programmes with Francophone Colleges, etc., to provide maximum opportunity for Vanier students to come into contact with Quebec society.

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[1] Donald p. 142

[2] Greaney, p. 173

MAJOR GOAL #5 That Vanier College stress both the development of cultural and aesthetic awareness as well as general physical fitness.

SUB GOAL

5.1 That Vanier College work to foster an intellectual environment of creativity and cultural awareness and encourage the students to actively participate.[1]

MEANS

5.1.1 Ensure that continuing opportunities in all fields pertaining to general education, including Creative Arts, are available to the students.

5.1.2 Develop the physical environment to reflect artistic excellence.

5.1.3 Continue to sponsor an annual programme of cultural events: lectures, concerts, exhibits, etc.

5.1.4 Encourage student artists, writers, musicians etc., to display their achievements within the community and make resources available to facilitate this.

5.1.5 Give emphasis to Canadian Studies to enable more students to become aware of our cultural heritage.

SUB GOAL:

5.2 That physical education at Vanier College be a recognized component of general education.

MEANS

5.2.1 Work towards the ideal of the voluntary involvement of all students in physical education activities.

5.2.2 Conduct a search for career programmes with a physical education and community service orientation at Vanier College.

5.2.3 Sponsor a broad athletic programme including competitions, gymnastic displays etc.

5.2.4 Have the Physical Education Department of Vanier College integrate the work of Vanier students with the life of the community through the inauguration of community projects such as "hockey schools" etc.

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[1] Donald p. 119

GOAL AREA: THE COLLEGE AND THE EXTERNAL COMMUNITY

MAJOR GOAL: That Vanier College strive to realize its potential as a Community College.[1]

DEFINITION: The External Community: All those who share an active interest in Vanier College.

Mature Student: A student, or applicant, who does not meet the regular entrance requirements but who has been out of school for at least one (1) year and whose age as of September 1st., 1974 is twenty or over.

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[1] Donald - p. 99, 134

SUB GOAL:

1.1 That all students have access to educational experiences that are meaningful to them.

MEANS

1.1.1 Establish a Task Force to determine how "open" admissions might be at Vanier, given the many constraints of the system.[1]

1.1.2 Offer special groups in the community educational opportunities which are relevant to them.

1.1.3 Admit and provide services for handicapped students.

1.1.4 Provide financial and other assistance to students (i.e. bursaries/day care, etc.) to ensure that the greatest number have access to the College.

1.1.5 Accept students on the basis of "special admissions" with procedures for special counselling and advising.

1.1.6 Establish policies to ensure that the students are evaluated in a consistent and meaningful way.

1.1.7 Develop programmes to encourage greater interaction between the English and French speaking elements of the community.

SUB GOAL:

1.2 That all mature students have access to the educational resources of the College in order to further their education according to their needs.

MEANS

1.2.1 Modify admissions criteria and programmes to take into consideration life and work experience.

1.2.2 Establish 'education vouchers' to allow people who would otherwise be unable to afford them to take courses.

1.2.3 Reduce fees to a minimum while at the same time keeping the service viable.

1.2.4 Ensure that the mature student has access to academic advising, counselling services, labour placement agencies and other services.

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[1] Donald p. 105

1.2.5 Set up a committee to study the possibility of integrating Continuing Education within the College so that there will ultimately be no distinction between regular and mature/evening students.

SUB GOAL.

1.3 That Vanier College maintain close liaison with high schools, universities, business, industry and government so as to meet the needs of both present and potential students.

MEANS

1.3.1 Establish close liaison with high school counsellors to ensure students have the necessary prerequisites for entering CEGEP.

1.3.2 Develop direct means of getting information to high school students from grade IX on.

1.3.3 Maintain direct contact with local universities and high schools regarding curriculum etc. on a college-wide basis.

1.3.4 Provide mechanisms to ensure that the needs of business and industry regarding career students are met.

1.3.5 Establish a public relations post to be responsible for expressing the aims and objectives of the College to the outside community.

1.3.6 Explore with the universities the possibility of careers graduates continuing their studies at university.[1]

1.3.7 Ensure there are follow-up studies of graduates (i.e. preparation for university studies, for work, satisfaction of employers and universities).

1.3.8 Develop a communication network that will provide the external community with easy access to the College, and encourage its use.

1.3.9 Consult members of the external community in College planning in those areas where their consultation would be effective.

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[1] Donald p. 139

1.3.10 Work closely with government bodies in establishing and meeting community priorities (i.e. Social Affairs, Canada Manpower).

SUB GOAL

1.4 That Vanier College provide educational leadership for the external community.

MEANS

1.4.1 Initiate with the Colleges feeder schools plans for joint action concerning pedagogical development.

1.4.2 Make a systematic inventory of community needs and resources to determine how each campus can serve its community and be used creatively.[1]

1.4.3 Provide courses, activities and services designed to help members of the external community acquire knowledge and skills to improve conditions in their community.

1.4.4 Provide courses to train community leaders.

1.4.5 Make College facilities (i.e. auditorium, eventual sports complex) available to the community, especially in periods when the College is not fully utilized.

SUB GOAL

1.5 That Vanier College provide the environment in which students may learn how to bring about changes in society.

MEANS

1.5.1 Establish ongoing critical evaluation of prevailing practices and values in society within the practice of general education.[2]

1.5.2 Facilitate the estabishment of centres for urban studies, community development, and international studies that would assure attention be given to the special problems of the local and "world" community.

1.5.3 Become a source of ideas and recommendations for changing social institutions regarded as unjust or defective by such diverse means as student/faculty writings and symposia.

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[1] Donald p. 142

[2] Donald p. 107

GOAL AREA: RESEARCH AND DEVELOPMENT

MAJOR GOAL: That Vanier College encourage the development of research centred on the pedagogical and organizational problems of the collegial sector so as to facilitate achievement of College Goals.

Types of research would include:

a) Pedagogical (i.e. curriculum content and development, adult education, pedagogical methods, evaluation of teachers, students, curriculum, courses, criteria and evaluation of parascholaire credits).

b) Institutional (i.e. study of high school leaving populations, college populations, college leaving (dropouts and graduates), follow up of students, CEGEP training and university and career needs).

c) Systems (i.e. verification of the success of Vanier College vis-à-vis its goals.)

SUB GOAL

1.1 That a high-level post, Director of Innovation, Research and Development be created and that the person appointed to the post be charged with the major responsibility for encouragement of research and for initiating curricular or instructional innovations.

MEANS

1.1.1 Request the Director to identify and describe in consultation with College Curriculum Committee etc. specific problems within Vanier which may yield to effective research techniques.

1.1.2 Give priority to the question of evaluating pedagogical methods and to problems relating to the advancement and welfare of students in general.

1.1.3 Request that the Director initiate a research project related to at least one item on the priority list each year.

1.1.4 Maintain contact with the directors of college level programmes of Quebec Universities so that their programmes leading to certification or development of College-level teachers reflect the real research problems of the CEGEPs.

1.1.5 Establish procedures for deciding on the desirability and initiation of curricular or instructional innovations and for assuring planned implementation and systematic assessment of the results.

1.1.6 Ensure that there is close co-ordination between the DSP, Curriculum Co-ordinators, Director of Innovation, Research and Development, and other academic bodies concerned.

SUB GOAL

1.2 That the Director of Innovation, Research and Development be responsible for information relating to college-level research.[1]

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[1] Donald – p. 146

MEANS

1.2.1 Prepare for the Vanier Newsletter, or other organs of communication, synopses of research projects most relevant to the CEGEPs.

1.2.2 Gather and disseminate information regarding pedagogical research taking place in the College and publicize the results.

1.2.3 Co-operate with Vanier's Director of Media Resources to ensure that special space and facilities for materials relating to collegial research are provided.

SUB GOAL:

1.3 That knowledge concerning innovation be systematically disseminated throughout the College.[1]

MEANS

1.3.1 Take steps to initiate in co-operation with other CEGEPs and joint agencies an annual inter-CEGEP journal devoted to research and innovation.

1.3.2 Encourage and expand the present work of the Vanier Newsletter in providing news of innovation at Vanier.

1.3.3 Promote Pedagogical Days, Pedagogical Weeks, Pedagogical Series etc. with emphasis on stimulation of the innovation process. (These should be scheduled into the Academic Calendar in advance.)

SUB GOAL:

1.4 That all research projects (curricular and pedagogical) at Vanier be evaluated in terms of their objectives and officially supported or terminated, as the case may be.

MEANS

1.4.1 List all innovative practices currently in process at Vanier College, and obtain in each case a statement of objectives and purposes which the innovative procedures hope to accomplish.

1.4.2 Set up procedures, including evaluation procedures by students, to ascertain the value of the curricular and pedagogical research projects to Vanier College in light of the total structure of College Goals.

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[1] Donald - p. 146

1.4.3 Request the Director of Innovation, Research and Development in consultation with the Curriculum Committee to recommend those innovative projects and procedures which should receive priority support, and also detail the extent and nature of that support whenever possible.

SUB GOAL:

1.5 That sound research methods be established so that all career and pre-university programmes can be evaluated on a regular basis.[1]

SUB GOAL:

1.6 That a scheme of integrated financing be evolved to support curriculum development and pedagogical research.

MEANS

1.6.1 Establish a specially designated budget for the Director of Innovation, Research and Development who shall account for the broad lines of the disposition of these funds in his annual report to the College.

1.6.2 Ensure the Director of Innovation, Research and Development is knowledgeable about the procurement of special provincial funds for research and development, that he assists applicants in obtaining these funds and, with a knowledge of these funds in mind, constantly suggests and helps generate new innovative projects within the Vanier community.

1.6.3 Ensure that research, because it is the concern of all anglophone CEGEPs, is ultimately jointly financed and jointly undertaken by all anglophone CEGEPs.

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[1] Donald, p. 146

GOAL AREA: GOVERNANCE AND ADMINISTRATION

MAJOR GOAL:	That Vanier College develop an effective and efficient system of governance and administration which will facilitate the achievement of College Goals.

SUB GOAL

1.1 That Vanier College develop a system of governance for the College and campuses which reflects the needs of the College and which is sensitive to the concerns of all College members.[1]

MEANS

1.1.1 Conduct a survey to determine the needs of each campus and establish governance bodies accordingly.

1.1.2 Ensure that faculty, staff and students have the opportunity to participate on committees, especially those affecting their futures.

1.1.3 Facilitate the functioning of the Academic Council in the dissemination of its policies etc.

1.1.4 Clarify the differences between policy making (or recommending) and policy implementation in relation to the governing bodies of the College.

1.1.5 Set up Campus Councils which allow for participation by students, faculty and staff in ensuring that adequate services exist for the Campus community.

1.1.6 Determine with the VCTA, the precise rights and responsibilities of the faculty beyond their normal teaching duties.

SUB GOAL:

1.2 That Vanier College ensure that the Administration efficiently carries out the policy decisions of the College.

MEANS

1.2.1 Diagnose the organizational structures of the College and decision-making process with a view to making them more flexible and viable.

1.2.2 Define the roles and accountability of the administration especially vis-à-vis the governance structures.

1.2.3 Implement management techniques such as "Management by Objectives" in administration and service areas.

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[1] Donald p. 112

1.2.4 Improve the communications system in the College to make all members aware of events taking place, especially regarding inter-campus affairs, as well as their responsibilities for keeping lines of communication open.

1.2.5 Encourage the campuses to share and co-operate in the development of effective communications networks.

SUB GOAL:

1.3 That all areas of the College (administration, services programmes or departments) be held accountable for the funds allocated to them and the effectiveness of the service, programme etc. offered.

MEANS

1.3.1 Require each unit requesting funds to defend its request within the parameters of College Goals and priorities.

1.3.2 Ensure that the priorities of the College have been carefully defined.

1.3.3 Set up a Budget Task Force to allocate funds after consultation and hearing the presentation of rationales for the request for funds, keeping in mind the priorities set by the College.

1.3.4 Publish financial statements so that they are comprehensible to the people who must work with them.[1]

1.3.5 Set up a system of education and retraining in the area of administrative problem-solving and decision-making for administrative and teaching staff alike.

SUB GOAL:

1.4 That Vanier College implement procedures for continual review of the Goals of the College on an annual basis to determine whether they are being achieved. In addition, a periodic review of the goals themselves should be undertaken.

MEANS

1.4.1 Analyse ways and means of achieving the Goal of the the College.

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[1] Donald p. 127

1.4.2 Request a Task Force be established by the Board of Governors to break down these means into measurable objectives.

1.4.3 Implement an annual study and report of the Board of Governors to determine whether or not the objectives have been achieved.[1]

1.4.4 Set aside one pedagogical day per year for a general review of College Goals.

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[1] Donald p. 127

VANIER INSTITUTIONAL GOALS INVENTORY

REPORT OF RESULTS

Prepared by Janet Donald Ph.D.
for the
VANIER COLLEGE GOALS COMMITTEE

MAY 1974

75/76

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INTRODUCTION

The Vanier Institutional Goals Inventory was commissioned by the Vanier College Goals Committee in order to help the College delineate its goals and establish priorities among them. It is intended as a means by which individuals and groups within the College could contribute their thinking about desired institutional goals. The results of this thinking provide a basis for reasoned deliberations toward final definition of College goals.

The Vanier version of the Institutional Goals Inventory was designed specifically to embrace possible goals at Vanier College. It is a revised version of the Institutional Goals Inventory of the Educational Testing Service and includes questions suggested by members of the Vanier College Community.

A note of caution: surveys do not necessarily provide new information. Their results may act to confirm hypotheses or to point out areas of conflict or agreement among different parts of the community: the results may well be, therefore, a basis for concrete action. All the effort put into gathering this information, however, will only be of value when affirmative action is taken. This could be in the form of interest groups setting up action committees, in the budget committee's apportioning funds in terms of goals, or in further analysis and planning according to the information given here.

FORMAT OF THE REPORT

The report has been prepared according to the categories of goals in the E.T.S. Institutional Goals Inventory. Eighteen of twenty Institutional Goals and categories were considered relevant to the Vanier experience and questions in these goal areas are grouped together for the purpose of interpretation. An additional six categories of questions specific to Vanier follow.

Tables describing the results for each question have been provided, grouped according to goal category, but also titled with the questions as they appeared in the questionnaire. The tables describe the per cent of the College as a whole and according to position or role in the College. Comparative information is thus available on the goals of instructors, students, administrators, support staff, and members of the community which the College serves. The number of respondents in each position is as follows:

POSITION	NUMBER	PERCENT
INSTRUCTOR	82	24%
STUDENT	215	62%
ADMINISTRATOR	15	4%
SUPPORT STAFF	24	7%
COMMUNITY MEMBER	20	3%
WHOLE SAMPLE	400	100%

Fifty-four respondants did not state a position. Of those who did state a position (346), the per cent of respondants in each group is also shown.

Recommendations following from the results have been prepared for each category of goals and these have been summarized at the end of the report.

ANALYSIS OF THE DATA

The tables are designed to show what each group considers to be of actual importance at Vanier and how important the goal should be at Vanier (ideal). The results have been organized to show whether groups consider the goals to be of low, medium, or high importance. The analysis of the results is based upon (1) a comparison of percentages in these categories and (2) a comparison of the actual importance with the ideal importance. A further comparison of the actual and ideal importance is provided by the measurement of dissatisfaction. The total dissatisfaction is a measure of the difference between the actual and ideal importance of a goal for each respondant, averaged for the group. The directed dissatisfaction is a measure of the difference between the actual and ideal importance for each respondant, averaged for the group, and summed algebraicly to show whether the goal should be of greater importance than it is (a negative number) or of less importance than it is (a positive number). A dissatisfaction rating greater that "1" means that the average dissatisfaction of the group with the importance of a goal was greater than one level in the five level scale of importance used in the questionnaire. Where this occurs, it implies a significant dissatisfaction with the way things are. The significant or dominant results in the tables, for example, the highest percentage of respondants in a level of importance, have been blocked to more readily show how the respondants answered.

TO THE READER

In examining the results, it will be useful to keep in mind that respondants tend to consider that goals should be more important than they presently are. A certain degree of dissatisfaction should, then, be expected with the directed dissatisfaction being negative. In interpreting results, caution must be taken with those groups whose number of respondants is low (administration, support staff, and community members). Although the percentage of administrators compared to the whole sample is low, the sample represents a relatively high proportion of the population of Vanier administrators. On the other hand, the percentage of support staff and community members of their population is relatively low. The ability of different groups within the whole population to effect change and to influence goals should not be underestimated. The role of administrators is to effect change, make decisions, and enable goals to be reached, and administrators' replies to the questionnaire are therefore of solid import. Faculty and students also contribute to the actualization of goals and are in a position to determine whether goals will be met or not. The responses of support staff and community members have a more subtle effect unless they are members of the Board of Governors.

Finally, there is so much valuable information resulting from this study that I would urge the reader and the College as a whole to spend a good deal of time considering the results and then act to investigate further or act upon the many important findings.

RESULTS

I. ACADEMIC DEVELOPMENT

This category of goals is concerned with the achievement of learning in the College. Academic development is defined as the acquisition of general and specialized knowledge, the preparation of students for advanced study, and the maintenance of high academic standards.

Overall, although it is felt that there should be greater academic development in the College than there is, the dissatisfaction is not significant (See Tables I A, B, C, and D). Except for instructors, the respondants consider that achieving basic levels of competency is of low importance (See Table ID). Among respondants in different positions, the administrators have a more positive outlook on how important academic development actually is at the College (See Tables I A, B, C).

Why do administrators rather than instructors consider academic development to have achieved higher importance? Dissatisfaction measures are not high except for community members feelings about the basic level of competency gained. The analysis of these tables leads me to make two recommendations:

1) Further investigation of the difference between administrators and instructors in the actual importance they consider is attached to academic development at the College (A question for Academic Council study, perhaps).

2) Consideration should be given to community members' feelings that achieving basic levels of competency is important.

TABLE I

Academic Development: the acquisition of general and specialized knowledge, preparation of students for advanced study, and maintenance of high academic standards.

QUESTION: To ensure that students acquire a basic general knowledge . . . .

TABLE IA

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	12%	48%	40%	3%	27%	71%	0.79	-0.59
STUDENT	15%	44%	41%	7%	28%	65%	0.66	-0.40
ADMINISTRATOR	40%	10%	50%	17%	25%	58%	0.46	-0.46
SUPORT STAFF	16%	47%	37%	5%	20%	75%	0.87	-0.62
COMMUNITY MEMBER	22%	33%	44%	11%	33%	55%	0.70	-0.50
WHOLE SAMPLE	17%	44%	39%	6%	27%	66%	0.66	-0.46

QUESTION: to prepare students for advanced academic work, e.g. at a university or professional school . . .

TABLE IB

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	23%	39%	38%	18%	44%	38%	0.86	-0.13
STUDENT	29%	40%	32%	5%	18%	77%	1.10	-0.90
ADMINISTRATOR	9%	18%	73%	18%	27%	55%	0.40	0.00
SUPPORT STAFF	35%	25%	40%	25%	75%	21%	0.91	-0.75
COMMUNITY MEMBER	33%	33%	33%	33%	67%	25%	1.30	-1.10
WHOLE SAMPLE	27%	39%	34%	8%	25%	66%	0.93	-0.64

QUESTION: to maintain generally high standards of academic performance throughout the College . . . .

TABLE IC

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	29%	44%	27%	10%	30%	59%	1.03	-0.62
STUDENT	40%	40%	20%	16%	33%	51%	1.10	-0.69
ADMINISTRATOR	27%	18%	55%	17%	25%	58%	0.86	-0.33
SUPPORT STAFF	53%	26%	21%	5%	24%	71%	1.45	-1.12
COMMUNITY MEMBER	63%	13%	25%	22%	33%	44%	0.90	-0.70
WHOLE SAMPLE	39%	37%	24%	15%	30%	55%	0.99	-0.63

QUESTION: to ensure that students who graduate have achieved a basic level of reading, writing and mathematics competence . .

TABLE ID

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	33%	45%	22%	18%	13%	70%	1.01	-0.76
STUDENT	36%	35%	29%	14%	25%	62%	0.91	-0.73
ADMINISTRATOR	50%	30%	20%	8%	23%	69%	0.93	-0.93
SUPPORT STAFF	42%	32%	26%	11%	11%	79%	1.25	-1.00
COMMUNITY MEMBER	56%	33%	11%	0	11%	89%	1.60	-1.60
WHOLE SAMPLE	38%	36%	25%	16%	20%	64%	0.89	-0.72

II. INTELLECTUAL ORIENTATION

This category of goals is concerned with the general attitude toward learning as a meaningful and lifelong activity. Intellectual orientation is defined as a scholarly, rational, analytical, and inquiring attitude. The goals are more long-term than those of "academic development".

The overall dissatisfaction with the importance awarded to an intellectual orientation at the College is high in comparison with that of academic development. This dissatisfaction is felt throughout the College with the exception of the administrators. The administrators appear to feel that Vanier is much closer to achieving these goals than other groups do. All groups feel that intellectual goals should be of the highest importance. From a pedagogical point of view, it is alarming to find that the respondents consider that the encouragement of students to undertake self-directed learning is not actually considered important at Vanier (See Table II B). Developing a life-long motivation to learn does not receive the attention it should, either (See Table II D). It would appear that the College is in short supply of pedagogical goals and means for meeting them.

It is recommended that the College assign a high priority to the delineation of pedagogical goals and to supplying the means to support these goals.

TABLE II

Intellectual Orientation: Attitude toward learning and intellectual work: scholarly, rational, analytical, inquiring attitude.

QUESTION: to train students in methods of inquiry, research, and/or problem definition and solution . . . .

TABLE II A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	32%	47%	22%	3%	24%	74%	1.10	-1.03
STUDENT	35%	40%	24%	3%	23%	74%	1.11	-0.99
ADMINISTRATOR	27%	18%	55%	0	0	100%	1.00	-1.00
SUPPORT STAFF	42%	47%	11%	0	10%	90%	1.41	-1.41
COMMUNITY MEMBER	13%	75%	13%	0	11%	89%	1.10	-1.10
WHOLE SAMPLE	34%	43%	24%	3%	21%	76%	1.03	-0.94

QUESTION: to encourage students to develop the desire and ability to undertake self-directed learning...

TABLE II B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	47%	40%	13%	4%	9%	87%	1.62	-1.52
STUDENT	42%	36%	22%	5%	17%	78%	1.21	-1.14
ADMINISTRATOR	40%	30%	30%	8%	8%	83%	0.73	-0.73
SUPPORT STAFF	17%	61%	22%	10%	5%	85%	0.91	-0.66
COMMUNITY MEMBER	44%	22%	33%	11%	11%	78%	1.20	-1.20
WHOLE SAMPLE	42%	38%	20%	6%	14%	80%	1.15	-1.07

QUESTION: to develop students' ability to synthesize knowledge from a variety of sources...

TABLE II C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MED	HIGH	LOW	MED	HIGH	TOTAL	DIRECTED
INSTRUCTOR	46%	42%	13%	5%	14%	80%	1.39	-1.24
STUDENT	33%	45%	22%	3%	30%	68%	0.96	-0.89
ADMINISTRATOR	40%	40%	20%	0	25%	75%	0.86	-0.86
SUPPORT STAFF	24%	59%	18%	11%	0%	89%	1.04	-0.79
COMMUNITY MEMBER	22%	56%	22%	11%	11%	78%	1.10	-1.10
WHOLE SAMPLE	36%	45%	20%	4%	23%	73%	0.98	-0.89

QUESTION: to encourage students to develop life-long motivation to learn . . . .

TABLE II D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	52%	40%	8%	4%	13%	83%	1.59	-1.52
STUDENT	63%	27%	10%	10%	21%	69%	1.46	-1.42
ADMINISTRATOR	36%	36%	27%	0	18%	82%	0.93	-0.93
SUPPORT STAFF	65%	20%	15%	5%	21%	74%	1.25	-1.08
COMMUNITY MEMBER	56%	11%	33%	0	22%	78%	1.30	-1.30
WHOLE SAMPLE	60%	29%	11%	8%	19%	73%	1.32	-1.27

III. INDIVIDUAL PERSONAL DEVELOPMENT

These goals include the identification by students of personal goals and the development of means for achieving them; and the enhancement of a sense of self-worth, of deeper understanding, and of openness and trust in relationships with others.

The level of dissatisfaction with these goals is also significantly high. All groups consider that these goals should be of the highest importance, and yet on the whole find them to be of low importance at Vanier (See Table III A, B, C, D). The identification of personal goals is considered by more instructors, administrators, and support staff to be of medium importance (See Table III A).

Otherwise, there is a consensus that these goals do not receive the attention which they should receive. When data are as clearly presented as for these goals, we can ask ourselves whether the goals are considered feasible ones rather than impossible goals and, if so, why the evidence is so strong that they are not being met. This data shows a very weak link in the educational chain.

It is recommended that question of individual personal development at Vanier be investigated among all members of the Vanier community at length and in depth.

TABLE III

Individual Personal Development: identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence.

QUESTION: to help students identify their own personal goals and develop means of achieving them . . . .

TABLE III A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	32%	47%	22%	1%	12%	87%	1.26	-1.21
STUDENT	48%	37%	15%	3%	6%	91%	1.51	-1.46
ADMINISTRATOR	0	78%	22%	0	0	100%	0.80	-0.80
SUPPORT STAFF	25%	50%	25%	0	18%	82%	1.16	-1.16
COMMUNITY MEMBER	67%	22%	11%	0	22%	78%	1.30	-1.30
WHOLE SAMPLE	42%	41%	17%	2%	8%	89%	1.28	-1.24

TABLE III B

QUESTION: to help students develop a sense of self-worth, self-confidence and a capacity to have an impact on events . . .

TABLE III B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	44%	43%	13%	11%	28%	61%	1.20	-1.03
STUDENT	65%	23%	12%	9%	19%	72%	1.51	-1.45
ADMINISTRATOR	67%	0%	33%	0%	8%	92%	1.00	-1.00
SUPPORT STAFF	53%	26%	21%	32%	16%	53%	0.91	-0.58
COMMUNITY MEMBER	63%	13%	25%	11%	33%	56%	1.20	-1.20
WHOLE SAMPLE	59%	28%	13%	11%	21%	67%	1.25	-1.16

QUESTION: to help students achieve deeper levels of self-understanding . . . .

TABLE III C

POSITION	ACTUAL			IDEAL			DISSATISFIED	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	47%	34%	19%	9%	29%	62%	1.19	-0.97
STUDENT	58%	25%	17%	9%	23%	68%	1.38	-1.32
ADMINISTRATOR	60%.	30%	10%	8%	33%	58%	0.93	-0.93
SUPPORT STAFF	55%	13%	30%	25%	35%	40%	0.66	-0.50
COMMUNITY MEMBER	67%	22%	11%	33%	11%	56%	1.10	-0.90
WHOLE SAMPLE	56%	27%	18%	11%	25%	64%	1.16	-1.05

QUESTION: to help students be open, honest and trusting in their relationships with others . . . .

TABLE III D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	52%	40%	8%	14%	38%	47%	1.07	-0.90
STUDENT	63%	23%	14%	15%	24%	61%	1.31	-1.24
ADMINISTRATOR	60%	20%	20%	0%	15%	85%	1.13	-1.13
SUPPORT STAFF	53%	32%	16%	30%	35%	35%	0.66	-0.41
COMMUNITY MEMBER	67%	11%	22%	11%	22%	67%	1.40	-1.20
WHOLE SAMPLE	60%	28%	13%	15%	29%	56%	1.09	-0.99

IV. HUMANISM/ALTRUISM

This set of goals is concerned with the welfare of man generally, including respect for diverse cultures and consciousness of the important moral issues of the time.

There was not marked dissatisfaction with the attainment of this goal overall. Although the whole sample considered that humanistic and altruistic goals should be highly important, there appeared to be a general feeling that these goals are actually considered of low or medium importance. world peace was not considered to be that important a goal (See Table IV D). A concern for the welfare of all mankind does not receive the support at Vanier that the respondants felt it should. No one group of respondants appears to differ markedly from the others. Perhaps the distance of these goals tends to blur the issues. Instructors and students interested in investigating world attitudes and values might find this category of goals worthy of further study.

TABLE IV

HUMANISM/ALTRUISM: concern for the welfare of man generally, including respect for diverse cultures and consciousness of the important moral issues of the time.

QUESTION: to encourage students to become conscious of important human issues of our time . . . .

TABLE IV A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	30%	40%	30%	5%	26%	69%	0.78	-0.75
STUDENT	31%	41%	27%	4%	25%	71%	0.95	-0.86
ADMINISTRATOR	40%	40%	20%	8%	31%	62%	0.80	-0.66
SUPPORT STAFF	50%	30%	20%	14%	45%	41%	1.00	-0.58
COMMUNITY MEMBER	11%	44%	44%	0	44%	56%	0.50	-0.30
WHOLE SAMPLE	33%	39%	28%	6%	28%	67%	0.83	-0.74

QUESTION: to help students understand and respect people from diverse backgrounds and cultures . . . .

TABLE IV B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	37%	41%	21%	5%	27%	68%	0.97	-0.97
STUDENT	50%	28%	23%	9%	23%	68%	1.16	-1.11
ADMINISTRATOR	44%	44%	11%	8%	8%	85%	0.86	-0.86
SUPPORT STAFF	37%	58%	5%	14%	36%	50%	0.62	-0.62
COMMUNITY MEMBER	33%	56%	11%	22%	22%	56%	0.60	-0.60
WHOLE SAMPLE	46%	34%	20%	9%	26%	65%	0.96	-0.94

QUESTION: to encourage students to make concern about the welfare of all mankind a central part of their lives . . . .

TABLE IV C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	58%	28%	14%	16%	31%	53%	1.14	-0.97
STUDENT	55%	35%	10%	16%	30%	54%	1.14	-1.03
ADMINISTRATOR	50%	30%	20%	8%	17%	75%	0.86	-0.86
SUPPORT STAFF	58%	26%	16%	29%	29%	43%	0.87	-0.54
COMMUNITY MEMBER	33%	44%	22%	22%	11%	67%	0.90	-0.70
WHOLE SAMPLE	54%	33%	13%	18%	28%	54%	1.01	-0.89

QUESTION: to encourage students to work for world peace . . .

TABLE IV D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	78%	18%	4%	40%	25%	35%	1.00	-0.87
STUDENT	71%	22%	7%	29%	25%	46%	1.26	-1.15
ADMINISTRATOR	60%	40%	0	33%	33%	33%	0.46	-0.46
SUPPORT STAFF	76%	14%	10%	53%	26%	21%	0.70	-0.43
COMMUNITY MEMBER	22%	78%	0	22%	44%	33%	0.60	-0.40
WHOLE SAMPLE	72%	22%	6%	33%	25%	42%	1.02	-0.91

V. CULTURAL/AESTHETIC AWARENESS

These goals refer to an appreciation of a variety of art forms and the encouragement of active student participation.

The goals do not appear to be of great importance to the respondants as a whole, and the measure of dissatisfaction is low. It is interesting that instructors consider cultural and aesthetic awareness to be of high importance, and that they are unanimous in the direction of importance attached to this goal (the directed dissatisfaction equals the total dissatisfaction) (See Table V A). Fine arts instructors may be encouraged to know that they have the support of other instructors, even if aesthetic goals are considered to be only of medium importance.

TABLE V

CULTURAL/AESTHETIC AWARENESS: appreciation of a variety of art forms and encouragement of active student participation . . .

TABLE V A

QUESTION: to increase students' sensitivity to and appreciation of various forms of art and artistic expression . . .

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	67%	28%	6%	8%	38%	54%	1.21	-1.21
STUDENT	62%	26%	11%	24%	46%	30%	0.95	-0.75
ADMINISTRATOR	30%	60%	10%	0	54%	46%	0.66	-0.66
SUPPORT STAFF	42%	53%	5%	13%	52%	35%	0.75	-0.75
COMMUNITY MEMBER	56%	33%	11%	33%	44%	22%	0.70	-0.50
WHOLE SAMPLE	62%	28%	10%	20%	44%	36%	0.89	-0.79

QUESTION: to encourage students to express themselves artistically, e.g. in music, painting, film-making . . .

TABLE V B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	64%	26%	11%	18%	43%	39%	1.12	-0.82
STUDENT	43%	34%	24%	23%	39%	37%	0.72	-0.39
ADMINISTRATOR	33%	67%	0%	29%	43%	29%	0.53	-0.40
SUPPORT STAFF	40%	45%	15%	30%	35%	35%	0.50	-0.25
COMMUNITY MEMBER	56%	22%	22%	33%	53%	33%	0.70	-0.30
WHOLE SAMPLE	47%	34%	19%	24%	40%	36%	0.71	-0.42

VI. VOCATIONAL PREPARATION

This group of goals includes offering specific occupational curricula, programmes for emerging career fields, opportunities for retraining, and assistance in career planning.

The goals in some areas of vocational preparation appear to be being met; for others, the College has far to go. It is felt that the goal of providing opportunities for students to receive training for specific occupational careers should be and is important at Vanier. A little dissatisfaction is felt with the importance of developing educational programmes geared to new and emerging career fields. The dissatisfaction with providing retraining opportunities for individuals whose job skills have become out of date is high and general (See Table VI C). Something also needs to be done to satisfy students' needs in deciding upon a vocational career, and it would apear that the administration should reconsider this question and their stand on it vis à vis that of others (See Table VI D).

As the provision of retraining opportunities would appear to fall under the administration of Continuing Education at Vanier, the attention of the Director of Continuing Education should be brought to these results. Vocational planning assistance should be increased.

TABLE VI

VOCATIONAL PREPARATION: offering specific occupational curricula, programmes for emerging career fields, opportunities for retraining, and assistance in career planning.

QUESTION: to provide opportunities for students to receive training for specific occupational careers, e.g. accounting, engineering, nursing . . . .

TABLE VI A

	ACTUAL			IDEAL			DISSATISFACTION	
POSITION	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	4%	32%	64%	12%	23%	65%	0.38	-0.04
STUDENT	9%	18%	63%	2%	13%	86%	0.60	-0.30
ADMINISTRATOR	0%	33%	67%	15%	31%	54%	0.46	0.06
SUPPORT STAFF	5%	30%	65%	10%	10%	80%	0.62	-0.29
COMMUNITY MEMBER	22%	33%	44%	11%	11%	78%	1.00	-0.80
WHOLE SAMPLE	9%	30%	61%	5%	16%	79%	0.58	-0.37

QUESTION: to develop educational programmes geared to new and emerging career fields . . . .

TABLE VI B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	34%	43%	23%	7%	28%	65%	1.13	-0.86
STUDENT	31%	37%	32%	4%	16%	80%	1.02	-0.96
ADMINISTRATOR	30%	40%	30%	17%	17%	67%	0.53	-0.53
SUPPORT STAFF	26%	42%	32%	5%	24%	71%	0.91	-0.66
COMMUNITY MEMBER	33%	22%	44%	0%	0%	100%	1.10	-1.10
WHOLE SAMPLE	32%	38%	30%	5%	20%	75%	0.94	-0.82

QUESTION: to provide retraining opportunities for individuals whose job skills have become out of date . . . .

TABLE VI C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	83%	14%	3%	23%	28%	49%	1.43	-1.41
STUDENT	73%	18%	9%	10%	23%	67%	1.58	-1.51
ADMINISTRATOR	80%	10%	10%	17%	8%	75%	1.26	-1.26
SUPPORT STAFF	74%	26%	0%	10%	24%	67%	1.37	-1.37
COMMUNITY MEMBER	67%	22%	11%	0%	22%	78%	1.80	-1.80
WHOLE SAMPLE	75%	17%	7%	14%	24%	61%	1.37	-1.33

QUESTION: to assist students in deciding upon a vocational career . . . .

TABLE VI D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	42%	46%	13%	12%	21%	68%	0.97	-0.90
STUDENT	48%	35%	17%	3%	21%	76%	1.39	-1.32
ADMINISTRATOR	20%	60%	20%	25%	42%	33%	0.40	-0.20
SUPPORT STAFF	60%	15%	25%	5%	38%	57%	0.91	-0.91
COMMUNITY MEMBER	44%	44%	11%	0%	22%	78%	1.20	-1.20
WHOLE SAMPLE	46%	37%	17%	7%	23%	70%	1.11	-1.04

VII. RESEARCH

Conducting basic research and seeking to contribute to the general advancement of knowledge are not considered to be important goals at Vanier. The community members seem to have greater demands for research and the contributions of research. Otherwise there is a fairly close consensus of opinion on the importance of basic research at the College. (See Tables VII A, B)

The viewpoint of community members should perhaps be investigated further.

TABLE VII

RESEARCH: conducting basic research and seeking to contribute to the general advancement of knowledge.

QUESTION: to do research for government, business, or industry . . .

TABLE VII A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	91%	8%	1%	72%	18%	10%	0.52	-0.32
STUDENT	79%	17%	4%	46%	37%	17%	0.80	-0.66
ADMINISTRATOR	100%	0%	0%	86%	7%	7%	0.06	-0.06
SUPPORT STAFF	68%	21%	11%	65%	30%	5%	0.62	0.20
COMMUNITY MEMBER	78%	11%	11%	33%	22%	44%	1.10	-0.90
WHOLE SAMPLE	81%	15%	4%	56%	29%	15%	0.63	-0.43

QUESTION: to contribute, through research, to the general advancement of knowledge . . . .

TABLE VII B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	88%	10%	3%	58%	22%	20%	0.69	-0.57
STUDENT	68%	23%	9%	22%	32%	45%	1.02	-0.96
ADMINISTRATOR	90%	0%	10%	69%	15%	15%	0.60	-0.06
SUPPORT STAFF	89%	5%	5%	48%	17%	35%	0.58	-0.50
COMMUNITY MEMBER	56%	33%	11%	11%	11%	78%	1.50	1.50
WHOLE SAMPLE	74%	19%	7%	35%	29%	37%	0.83	-0.75

VIII. MEETING LOCAL NEEDS

This set of goals includes providing continuing education opportunities to the community, contributing to the community, and involving students in community activities. The survey results show varying degree of satisfaction or dissatisfaction with the meeting of local needs by Vanier College. Dissatisfaction is high and general with the provision of opportunities for continuing education for adults in the local area and in stimulating community use of the College in the widest possible variety of ways (See Tables VIII A, C). Instructors are dissatisfied with the role of Vanier in serving as a cultural centre in the community (See Table VIII D). There is not a great importance attached to establishing courses to train community leaders (See Table VIII B). The facilitation of the involvement of students in neighbourhood and community-service activities is of medium importance but providing trained manpower for local-area business, industry, and government is seen as highly important, particularly to community members (See Tables VIII E, F).

It is recommended that the Director of Continuing Education carefully consider this section of the results.

TABLE VIII

MEETING LOCAL NEEDS: to provide continuing education opportunities to the community, to contribute to the community, and to involve students in community activities.

QUESTION: to provide opportunities for continuing education for adults in the local area, e.g. on a part time basis . . .

TABLE VIII A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	49%	38%	13%	5%	14%	81%	1.42	-1.32
STUDENT	26%	43%	31%	4%	24%	71%	0.82	-0.73
ADMINISTRATOR	70%	10%	20%	0%	0%	100%	1.40	-1.40
SUPPORT STAFF	32%	53%	16%	5%	20%	75%	1.00	-0.83
COMMUNITY MEMBER	33%	44%	22%	0%	33%	67%	1.20	-1.20
WHOLE SAMPLE	35%	40%	25%	5%	21%	74%	0.94	-0.85

QUESTION: to establish courses to train community leaders . . . .

TABLE VIII B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	86%	11%	3%	43%	35%	22%	0.85	-0.78
STUDENT	72%	22%	6%	27%	39%	34%	0.96	-0.86
ADMINISTRATOR	70%	20%	10%	42%	25%	33%	0.53	-0.53
SUPPORT STAFF	74%	26%	0%	38%	33%	29%	0.87	-0.62
COMMUNITY MEMBER	67%	22%	11%	44%	11%	44%	0.60	-0.60
WHOLE SAMPLE	74%	20%	6%	32%	37%	31%	0.82	-0.74

QUESTION: to stimulate community use of the college in the widest possible variety of ways . . . .

TABLE VIII C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	7[illegible]	17%	6%	17%	25%	64%	1.67	-1.57
STUDENT	57%	31%	12%	11%	32%	57%	1.21	-1.16
ADMINISTRATOR	50%	40%	10%	8%	15%	77%	0.93	-0.93
SUPPORT STAFF	67%	22%	11%	10%	19%	71%	1.29	-1.12
COMMUNITY MEMBER	44%	56%	0%	22%	56%	22%	0.70	-0.70
WHOLE SAMPLE	62%	27%	10%	12%	29%	60%	1.19	-1.13

QUESTION: to serve as a cultural centre in the community served by the campus . . . .

TABLE VIII D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	86%	11%	3%	23%	26%	51%	1.40	-1.35
STUDENT	62%	32%	6%	26%	40%	34%	0.95	-0.80
ADMINISTRATOR	50%	40%	10%	8%	50%	42%	0.86	-0.86
SUPPORT STAFF	78%	11%	11%	17%	35%	48%	1.04	-1.04
COMMUNITY MEMBER	33%	56%	11%	22%	44%	33%	0.50	-0.50
WHOLE SAMPLE	67%	27%	6%	25%	36%	39%	0.96	-0.86

QUESTION: to provide trained manpower for local-area business, industry, and government . . . .

TABLE VIII E

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	39%	36%	25%	32%	29%	39%	0.78	-0.21
STUDENT	46%	38%	16%	15%	36%	49%	0.91	-0.78
ADMINISTRATOR	73%	18%	9%	50%	17%	33%	0.60	-0.46
SUPPORT STAFF	53%	32%	16%	25%	35%	40%	0.87	-0.29
COMMUNITY MEMBER	67%	33%	0%	0%	44%	56%	1.40	-1.40
WHOLE SAMPLE	48%	36%	16%	22%	34%	44%	0.79	-0.57

QUESTION: to facilitate involvement of students in neighbourhood and community service activities . . .

TABLE VIII F

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	82%	17%	1%	25%	40%	35%	0.96	-0.89
STUDENT	61%	31%	8%	21%	43%	35%	0.96	-0.82
ADMINISTRATOR	70%	30%	0%	9%	64%	27%	0.86	-0.86
SUPPORT STAFF	85%	10%	5%	29%	43%	29%	0.87	-0.79
COMMUNITY MEMBERS	33%	56%	11%	33%	56%	11%	0.40	0.00
WHOLE SAMPLE	67%	27%	6%	24%	42%	34%	0.86	-0.76

IX. PUBLIC SERVICE

Public service goals are to work to solve major social and economic problems and to be responsive to regional and national priorities in planning educational programmes.

The general trend appears to be that these goals are not considered to be important or as important as they should be. Dissatisfaction is not high except in the goal of helping people from disadvantaged communities to acquire knowledge and skills they can use in improving conditions in their own communities (See Table IX A). Opinion is scattered on the importance of working with government agencies in designing new social and environmental programmes and the focussing of resources of the College on the solution of major social and environmental problems. College planners should take note of the agreement that responsiveness to regional and national priorities when considering new educational programmes for the College should be of high importance (See Table IX D).

TABLE IX

PUBLIC SERVICE: to work to solve major social and economic problems and to be responsive to regional and national priorities in planning educational programmes.

QUESTION: to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities . . . .

TABLE IX A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	83%	11%	6%	16%	31%	53%	1.53	-1.48
STUDENT	72%	22%	6%	8%	22%	70%	1.66	-1.64
ADMINISTRATOR	89%	11%	0%	8%	38%	54%	0.86	-0.86
SUPPORT STAFF	74%	11%	16%	14%	38%	48%	1.12	-0.95
COMMUNITY MEMBER	67%	22%	11%	0%	22%	78%	1.60	-1.60
WHOLE SAMPLE	74%	20%	6%	12%	26%	63%	1.41	-1.36

QUESTION: to work with government agencies in designing new social and environmental programmes . . . .

TABLE IX B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	79%	21%	0%	39%	37%	24%	0.79	-0.71
STUDENT	70%	22%	8%	16%	32%	52%	1.28	-1.18
ADMINISTRATOR	78%	22%	0%	31%	46%	23%	0.26	-0.26
SUPPORT STAFF	84%	11%	5%	40%	30%	30%	0.66	-0.50
COMMUNITY MEMBER	56%	44%	0%	44%	22%	33%	0.80	-0.40
WHOLE SAMPLE	72%	23%	5%	27%	33%	41%	0.97	-0.87

QUESTION: to focus resources of the college on the solution of major social and environmental problems . . . .

TABLE IX C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	74%	23%	3%	45%	35%	20%	0.64	-0.52
STUDENT	66%	26%	8%	29%	27%	44%	1.05	-0.82
ADMINISTRATOR	56%	22%	22%	33%	42%	25%	0.40	-0.13
SUPPORT STAFF	95%	5%	0%	35%	40%	25%	0.75	-0.75
COMMUNITY MEMBER	67%	22%	11%	50%	13%	38%	0.70	-0.30
WHOLE SAMPLE	70%	23%	7%	34%	30%	36%	0.82	-0.65

QUESTION: to be responsive to regional and national priorities when considering new educational programmes for the college . . . .

TABLE IX D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	49%	41%	10%	16%	33%	51%	0.90	-0.73
STUDENT	45%	36%	18%	18%	30%	52%	0.98	-0.71
ADMINISTRATOR	33%	44%	22%	30%	20%	50%	0.33	-0.20
SUPPORT STAFF	50%	33%	17%	15%	35%	50%	0.83	-0.66
COMMUNITY MEMBER	60%	30%	10%	33%	11%	56%	1.20	-1.00
WHOLE SAMPLE	47%	37%	16%	18%	31%	51% .	0.86	-0.65

X. SOCIAL EGALITARIANISM

These goals lead to the policies of open admissions and meaningful education for all admitted, including remedial work in basic skills and the attempt to compensate for past social injustice.

In three of the four areas investigated, the actual importance is considered to be low but the ideal importance is high. Providing educational experiences relevant to women, having a policy of open admissions, and offering developmental or remedial programmes in basic skills are important goals that are not being met (See Tables X A, B, and C). The provision of educational experiences relevant to the evolving interests of special groups within the community is not considered to be of high importance (See Table X D). The generality of the statement of this goal may have something to do with its limited felt importance.

The responses to these questions should be kept in mind when decisions are made in these areas of academic policy.

TABLE X

SOCIAL EGALITARIANISM: open admissions, and meaningful education for all admitted, including remedial work in basic skills

QUESTION: to provide educational experiences relevant to the evolving interests of women . . .

TABLE X A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	71%	23%	5%	30%	34%	36%	1.04	-0.82
STUDENT	52%	35%	13%	17%	39%	44%	1.00	-0.82
ADMINISTRATOR	60%	40%	0%	33%	17%	50%	0.33	-0.33
SUPPORT STAFF	55%	35%	10%	38%	38%	24%	0.70	-0.29
COMMUNITY MEMBER	56%	33%	11%	22%	56%	22%	0.50	-0.50
WHOLE SAMPLE	58%	32%	10%	24%	37%	39%	0.87	-0.71

QUESTION: to move to or maintin a policy of essentially open admission . . . .

TABLE XB

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	55%	29%	16%	38%	22%	39%	0.86	-0.45
STUDENT	45%	37%	18%	24%	25%	50%	0.98	-0.61
ADMINISTRATOR	56%	33%	11%	31%	8%	62%	1.06	-0.80
SUPPORT STAFF	53%	32%	16%	38%	29%	33%	0.58	-0.16
COMMUNITY MEMBER	33%	44%	22%	44%	22%	33%	0.50	0.10
WHOLE SAMPLE	50%	34%	17%	29%	25%	46%	0.84	-0.50

QUESTION: to offer developmental or remedial programmes in basic skills (Reading, writing and mathematics) . . .

TABLE XC

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	50%	35%	15%	23%	27%	49%	0.98	-0.69
STUDENT	43%	35%	22%	10%	30%	60%	0.99	-0.89
ADMINISTRATOR	60%	30%	10%	0%	10%	90%	1.13	-1.13
SUPPORT STAFF	61%	28%	11%	19%	14%	67%	1.33	-0.91
COMMUNITY MEMBER	70%	20%	10%	22%	22%	56%	1.30	-1.30
WHOLE SAMPLE	48%	34%	18%	14%	27%	58%	0.96	-0.82

QUESTION: to provide educational experiences relevant to the evolving interests of special groups within the community . . . .

TABLE XD

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	64%	31%	4%	30%	38%	32%	0.76	-0.59
STUDENT	55%	38%	7%	21%	43%	35%	0.80	-0.66
ADMINISTRATOR	78%	11%	11%	18%	55%	27%	0.40	-0.26
SUPPORT STAFF	72%	22%	6%	35%	45%	20%	0.70	0.45
COMMUNITY MEMBER	70%	20%	10%	44%	22%	33%	0.60	-0.40
WHOLE SAMPLE	60%	34%	6%	26%	42%	32%	0.71	-0.57

XI. SOCIAL CRITICISM/ACTIVISM

These goals of being engaged in working for basic changes in society and helping students to evaluate and change society received varied ratings as to the importance they should have. There was agreement overall that these goals are not actually considered important at Vanier. There was not great dissatisfaction voiced. The goals of providing critical evaluation of prevailing practices and values in society and of helping students learn how to bring about change in society were considered to be of high priority at Vanier except by community members (See Tables XI A, C). Responses to the goals of serving as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective, and to be engaged, as an insitution, in working for basic changes in society were varied (See Tables XI B, D). Students awarded them a high importance but other groups of respondants gave them a low or medium importance.

The goal of providing critical evaluation of prevailing practices and values in society appears to be of high importance at Vanier.

TABLE XI

SOCIAL CRITICISM/ACTIVISM: Being engaged in working for basic changes in society and helping students to evaluate and change society.

QUESTION: to provide critical evaluation of prevailing practices and values in society . . .

TABLE XI A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	51%	36%	13%	11%	35%	55%	1.03	-0.93
STUDENT	41%	40%	18%	11%	31%	58%	0.94	-0.83
ADMINISTRATOR	50%	50%	0%	8%	33%	58%	0.80	-0.80
SUPPORT STAFF	50%	40%	10%	23%	27%	50%	0.95	-0.70
COMMUNITY MEMBER	22%	44%	33%	33%	33%	33%	0.90	0.10
WHOLE SAMPLE	45%	40%	15%	14%	32%	54%	0.86	-0.74

QUESTION: to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective . . . .

TABLE XI B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	74%	23%	3%	34%	32%	34%	0.96	-0.76
STUDENT	66%	24%	9%	23%	28%	49%	1.13	-1.00
ADMINISTRATOR	70%	30%	0%	31%	38%	31%	0.40	-0.26
SUPPORT STAFF	70%	20%	10%	24%	38%	38%	0.95	-0.70
COMMUNITY MEMBER	33%	33%	33%	44%	33%	22%	0.70	0.30
WHOLE SAMPLE	68%	24%	8%	27%	30%	43%	0.94	-0.78

QUESTION: to help students learn how to bring about change in society . . . .

TABLE XI C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	58%	38%	4%	20%	37%	44%	0.93	-0.76
SYUDENT	59%	30%	11%	15%	27%	57%	1.23	-1.06
ADMINISTRATOR	67%	33%	0%	27%	36%	36%	0.33	-0.33
SUPPORT STAFF	84%	16%	0%	15%	35%	50%	1.08	-1.08
COMMUNITY MEMBER	70%	10%	20%	56%	22%	22%	0.50	-0.10
WHOLE SAMPLE	61%	30%	9%	18%	31%	51%	0.99	-0.86

QUESTION: to be engaged, as an institution, in working for basic changes in society . . .

TABLE XI D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	78%	22%	0%	41%	34%	26%	0.85	-0.70
STUDENT	63%	30%	8%	28%	33%	39%	0.95	-0.75
ADMINISTRATOR	63%	38%	0%	45%	36%	18%	0.06	-0.06
SUPPORT STAFF	74%	16%	11%	30%	40%	30%	0.87	-0.62
COMMUNITY MEMBER	60%	30%	10%	50%	38%	13%	0.60	0.20
WHOLE SAMPLE	67%	27%	6%	33%	34%	34%	0.81	-0.64

XII. FREEDOM

The goals of ensuring that faculty and students have political and academic freedom, and the freedom to choose their own life style are the first goals in this survey to be considered overall as actually of medium or high importance to Vanier College members. Should Vanier's motto be "Freedom"? Although the actual importance has not been given as high a rating as the ideal importance, on the questions of freedom of life styles, right of faculty members to present controversial ideas in the classroom, and freedom of off-campus political activities, the actual importance is rated as high, with administration tending to rate the actual importance as medium. Ensuring that students have the opportunity to hear different points of view was rated as having medium importance. Dissatisfaction with this goal is minimal.

TABLE XII

FREEDOM: to ensure that faculty and students have political and academic freedom, and the freedom to choose their own life style.

QUESTION: to ensure that students are given the opportunity to hear various points of view . . .

TABLE XII A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	27%	42%	31%	3%	24%	73%	0.89	-0.84
STUDENT	29%	40%	32%	4%	18%	78%	0.95	-0.87
ADMINISTRATOR	11%	56%	33%	8%	8%	83%	0.66	-0.66
SUPPORT STAFF	22%	44%	33%	5%	21%	74%	0.70	-0.62
COMMUNITY MEMBER	13%	50%	38%	22%	0%	78%	1.10	-0.90
WHOLE SAMPLE	28%	41%	31%	6%	19%	75%	0.84	-0.77

QUESTION: to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.) . . . .

TABLE XII B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	30%	30%	41%	15%	23%	62%	0.58	-0.53
STUDENT	13%	27%	58%	10%	22%	68%	0.46	-0.22
ADMINISTRATOR	0%	63%	38%	25%	17%	58%	0.20	-0.06
SUPPORT STAFF	21%	32%	47%	10%	35%	55%	0.70	-0.20
COMMUNITY MEMBER	22%	22%	56%	33%	22%	44%	1.00	0.40
WHOLE SAMPLE	19%	29%	52%	13%	24%	63%	0.48	-0.26

QUESTION: to place no restrictions on off-campus political activities by faculty or students . . .

TABLE XII C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	23%	29%	48%	13%	15%	72%	0.39	-0.54
STUDENT	28%	33%	39%	18%	22%	60%	0.70	-0.52
ADMINISTRATOR	13%	50%	38%	17%	17%	67%	0.40	-0.13
SUPPORT STAFF	26%	32%	42%	15%	15%	70%	0.79	-0.62
COMMUNITY MEMBER	11%	22%	67%	33%	22%	44%	0.80	0.80
WHOLE SAMPLE	27%	32%	41%	19%	20%	61%	0.63	-0.53

QUESTION: to protect the right of faculty members to present unpopular or controversial ideas in the classroom . . . .

TABLE XII D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	16%	39%	46%	10%	22%	76%	0.56	-0.51
STUDENT	22%	39%	38%	9%	22%	69%	0.80	-0.61
ADMINISTRATOR	25%	38%	38%	9%	27%	64%	0.26	-0.26
SUPPORT STAFF	28%	33%	39%	0%	28%	72%	0.75	-0.75
COMMUNITY MEMBER	11%	33%	56%	12%	44%	44%	0.60	0.20
WHOLE SAMPLE	22%	39%	39%	8%	24%	68%	0.65	-0.51

XIII. DEMOCRATIC GOVERNANCE

The five questions concerned with the goals of democratic governance centre on decentralized decision-making which provides the opportunity for individuals to participate in decisions affecting them, and a genuinely responsive government.

The goal of enlarging areas of student leadership within the College is of high ideal importance to administrators but of low or medium ideal importance to other groups, and all groups consider that this goal is actually of low importance at Vanier (See Table XIII A). There is dissatisfaction with the lack of importance actually attached to the creation of a system of campus governance that is genuinely responsive to the concerns of all people at the College with the exception of the administrators (See Table XIII B). This appears to be an area which requires intensive policy work.

Involvement in campus governance and decentralized decision making do not evoke great dissatisfaction but it is obvious that more should be done to meet these goals (See Tables XIII C, D). More dissatisfaction is registered in the need for ensuring individuals the opportunity to participate or be represented in making any decisions that affect them (See Table XIII E).

Continued attention needs to be paid to the questions of democratic governance at Vanier.

TABLE XIII

DEMOCRATIC GOVERNANCE: decentralized decision-making which provides the opportunity for individuals to participate in decisions affecting them, and a genuinely responsive government.

QUESTION: to enlarge areas of student leadership within the College . . . .

TABLE XIII A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	67%	30%	3%	27%	37%	36%	0.91	-0.84
STUDENT	50%	41%	8%	17%	44%	39%	0.89	0.72
ADMINISTRATOR	63%	13%	25%	18%	27%	55%	0.60	-0.60
SUPPORT STAFF	56%	33%	11%	28%	44%	28%	0.29	-0.29
COMMUNITY MEMBER	60%	20%	20%	56%	0%	44%	0.60	-0.20
WHOLE SAMPLE	56%	35%	8%	22%	40%	38%	0.77	-0.65

QUESTION: to create a system of campus governance that is genuinely responsive to the concerns of all people at the College . . . .

TABLE XIII B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	47%	30%	23%	5%	15%	80%	1.37	-1.25
STUDENT	41%	38%	21%	6%	18%	76%	1.26	-1.15
ADMINISTRATOR	33%	33%	33%	15%	38%	46%	0.33	-0.20
SUPPORT STAFF	44%	44%	11%	0%	32%	68%	1.00	-1.00
COMMUNITY MEMBER	33%	33%	33%	22%	22%	56%	0.80	-0.40
WHOLE SAMPLE	43%	36%	21%	7%	20%	73%	1.13	-1.03

QUESTION: to develop means by which students, faculty, administrators, and the community can be significantly involved in campus governance . . .

TABLE XIII C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	32%	41%	27%	7%	23%	71%	1.03	-0.89
STUDENT	28%	45%	27%	9%	29%	62%	0.75	-0.66
ADMINISTRATOR	22%	33%	44%	17%	25%	58%	0.33	-0.20
SUPPORT STAFF	44%	28%	28%	15%	20%	65%	0.83	-0.66
COMMUNITY MEMBER	40%	20%	40%	11%	56%	33%	0.90	0.10
WHOLE SAMPLE	31%	42%	27%	10%	29%	61%	0.74	-0.61

QUESTION: to decentralize decision making on the campus to the greatest extent possible . . .

TABLE XIII D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	40%	39%	21%	21%	30%	49%	1.13	-0.69
STUDENT	43%	38%	19%	17%	32%	51%	0.87	-0.63
ADMINISTRATOR	11%	67%	22%	18%	27%	55%	0.46	-0.06
SUPPORT STAFF	50%	33%	17%	29%	41%	29%	0.62	-0.20
COMMUNITY MEMBER	22%	44%	33%	56%	22%	22%	0.70	0.50
WHOLE SAMPLE	42%	39%	19%	21%	31%	48%	0.82	-0.50

QUESTION: to ensure individuals the opportunity to participate or be represented in making any decisions that affect them . . .

TABLE XIII E

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	25%	38%	37%	4%	9%	86%	1.01	-0.96
STUDENT	31%	42%	27%	3%	13%	84%	1.20	-1.12
ADMINISTRATOR	30%	30%	40%	9%	27%	64%	0.46	-0.46
SUPPORT STAFF	33%	39%	28%	5%	11%	84%	1.16	-1.00
COMMUNITY MEMBER	22%	33%	44%	11%	33%	56%	0.80	-0.20
WHOLE SAMPLE	30%	40%	30%	4%	15%	81%	1.02	-0.94

XIV. COMMUNITY

This category includes the goals of maintaining an open climate at the College with mutual trust and respect among students, faculty, and administrators. There is an overall dissatisfaction with the feeling of community at Vanier. This is most evident in response to the goals of maintaining of a climate in which faculty commitment to the goals and well-being of the College is as strong as commitment to personal careers but also in the goal of having open and frank communication throughout the organizational structure. This dissatisfaction is felt most strongly among faculty (See Tables XIV A, B).

It appears evident that differences of opinion can be aired openly and amicably at the College, although again there is significant faculty dissatisfaction (See Table XIV C). The maintenance of a climate of mutual trust and respect among students, faculty, and administrators, although recognized as being of medium actual importance, still evokes significant feelings of dissatisfaction.

Perhaps the faculty is in the most reasonable position to investigate this College problem, since it is the faculty who show the greatest dissatisfaction with the sense of community, and have come under attack for their low commitment to the goals and well-being of the College.

T A B L E XIV

COMMUNITY: maintaining an open climate at the College with mutual trust and respect among students, faculty and administrators.

QUESTION: to maintain a climate in which faculty commitment to the goals and well-being of the college is as strong as commitment to personal careers . . . .

T A B L E XIV A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	54%	29%	18%	5%	13%	82%	1.39	-1.36
STUDENT	41%	43%	16%	5%	23%	72%	1.20	-1.13
ADMINISTRATOR	50%	20%	30%	0%	0%	100%	1.20	-1.20
SUPPORT STAFF	44%	39%	17%	5%	10%	85%	1.08	-1.08
COMMUNITY MEMBER	50%	20%	30%	0%	0%	100%	1.60	-1.60
WHOLE SAMPLE	46%	37%	17%	4%	21%	75%	1.15	-1.09

QUESTION: to maintain a climate in which communication throughout the organizational structure is open and frank . . .

T A B L E XIV B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	49%	34%	17%	1%	13%	86%	1.47	-1.47
STUDENT	33%	37%	30%	3%	20%	78%	1.00	-0.95
ADMINISTRATOR	27%	36%	36%	0%	9%	91%	1.00	-1.00
SUPPORT STAFF	44%	39%	17%	0%	25%	75%	1.25	-1.16
COMMUNITY MEMBER	22%	22%	56%	0%	22%	78%	0.60	-0.40
WHOLE SAMPLE	37%	36%	26%	2%	19%	79%	1.04	-0.99

QUESTION: to maintain a campus climate in which differences of opinion can be aired openly and amicably . . . .

TABLE XIV C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	24%	44%.	32%	1%	13%	85%	1.00	-1.00
STUDENT	26%	40%	33%	4%	16%	81%	0.93	-0.85
ADMINISTRATOR	9%	64%	27%	8%	17%	75%	0.60	-0.46
SUPPORT STAFF	28%	44%	28%	0%	25%	75%	0.91	-0.91
COMMUNITY MEMBER	11%	22%	67%	11%	22%	67%	0.40	0.00
WHOLE SAMPLE .	25%	43%	32%	3%	17%	79%	0.84	-0.78

QUESTION: to maintain a climate of mutual trust and respect among students, faculty, and administrators . . . .

TABLE XIV D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	33%	36%	32%	4%	16%	80%	1.18	-1.08
STUDENT	28%	40%	32%	2%	16%	82%	1.02	-0.98
ADMINISTRATOR	20%	50%	30%	0%	18%	82%	0.53	-0.53
SUPPORT STAFF	35%	47%	18%	11%	5%	84%	1.08	-0.91
COMMUNITY MEMBER	22%	44%	33%	0%	0%	100%	1.00	-1.00
WHOLE SAMPLE	31%	38%	31%	3%	16%	82%	0.96	-0.91

XV. INTELLECTUAL/AESTHETIC ENVIRONMENT

An environment in which intellectual and cultural activities are facilitated is considered to be of high importance ideally. The actual importance of these goals at Vanier is in most cases considered to be of low importance. This has created significant degrees of dissatisfaction as far as students spending much of their free time in intellectual and cultural activities, and having the College widely known as an intellectually exciting and stimulating place are concerned (See Tables XV A, D). There is less dissatisfaction with the sponsoring of a broad programme of cultural events and with the possibility of informal discussion of ideas of mutual interest. (See Tables XV B, C) The intellectual and aesthetic environment requires greater investigation.

TABLE XV

INTELLECTUAL AESTHETIC ENVIRONMENT: an environment in which intellectual and cultural activities are facilitated.

QUESTION: to create a campus climate in which students spend much of their free time in intellectual and cultural activities . . . .

TABLE XV A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	46%	39%	14%	12%	18%	70%	1.20	-1.08
STUDENT	61%	30%	9%	20%	26%	54%	1.16	-1.06
ADMINISTRATOR	56%	33%	11%	8%	42%	50%	0.80	-0.80
SUPPORT STAFF	71%	29%	0%	11%	42%	47%	1.00	-1.00
COMMUNITY MEMBER	70%	10%	20%	11%	33%	56%	1.10	-0.90
WHOLE SAMPLE	59%	31%	10%	17%	27%	56%	1.05	-0.95

QUESTION: to create a climate in which students and faculty may easily come together for informal discussion of ideas of mutual interest. . . .

TABLE XV B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	NO DATA AVAILABLE			1%	16%	82%	0.84	-0.81
STUDENT	NO DATA AVAILABLE			6%	21%	73%	0.96	-0.86
ADMINISTRATOR	40%	14%	40%	8%	25%	67%	0.73	-0.60
SUPPORT STAFF	NO DATA AVAILABLE			0%	15%	85%	0.79	-0.79
COMMUNITY MEMBER	50%	10%	40%	11%	33%	56%	0.70	-0.70
WHOLE SAMPLE	31%	40%	29%	5%	20%	75%	0.82	-0.76

QUESTION: to sponsor each year a broad programme of cultural events - - lectures, concerts, art exhibits, and the like . . . .

TABLE XV C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	45%	32%	23%	13%	17%	70%	0.98	-0.89
STUDENT	38%	36%	26%	7%	28%	65%	0.95	-0.84
ADMINISTRATOR	10%	60%	30%	0%	40%	60%	0.46	-0.46
SUPPORT STAFF	44%	44%	11%	10%	25%	65%	1.04	-1.04
COMMUNITY MEMBER	56%	22%	22%	13%	13%	75%	0.90	-0.90
WHOLE SAMPLE	40%	36%	24%	9%	26%	65%	0.87	-0.79

QUESTION: to create a college known widely as an intellectually exciting and stimulating place . . .

TABLE XV D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	48%	38%	14%	8%	16%	76%	1.30	-1.20
STUDENT	59%	29%	11%	13%	17%	70%	1.51	-1.35
ADMINISTRATOR	20%	50%	30%	17%	0%	83%	1.13	-0.73
SUPPORT STAFF	58%	32%	11%	0%	30%	70%	1.08	-1.08
COMMUNITY MEMBER	40%	50%	10%	22%	11%	67%	1.40	-1.00
WHOLE SAMPLE	55%	33%	12%	12%	19%	68%	1.27	-1.16

XVI. INNOVATION

These goals are concerned with new approaches to instruction and evaluation and a climate open to continuous innovation. There is general agreement that these goals should be of high importance. Students and faculty show significant measures of dissatisfaction with the disparity between actual and ideal importance in several of the questions. The main problem appears to be the need to create procedures by which curricular or instructional innovations may be readily initiated: all groups except support staff consider the actual importance to be low (See Table XVI D). Experimenting with different methods of evaluation is considered to be of actual medium importance; a climate of built-in innovation and experimentation with new approaches to individualized instruction are considered to be of low or medium actual importance. Faculty give higher ratings to the actual importance of innovation than students do (See tables XVI A, B, C).

The procedures for initiating innovations should be clarified and faculty and student dissatisfaction may therefore be alleviated.

TABLE XVI

INNOVATION: experimentation with now approaches to instruction and evaluation and a climate open to continuous innovation.

question; to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life . . . .

TABLE XVI A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	37%	50%	13%	5%	19%	76%	1.07	-1.02
STUDENT	47%	41%	12%	12%	32%	56%	1.03	-0.91
ADMINISTRATOR	33%	44%	22%	8%	42%	50%	0.66	-0.66
SUPPORT STAFF	38%	44%	19%	11%	33%	56%	0.79	-0.62
COMMUNITY MEMBER	40%	30%	30%	33%	33%	33%	0.90	-0.10
WHOLE SAMPLE	44%	43%	13%	11%	30%	59%	0.93	-0.81

QUESTION: to experiment with different methods of evaluating and grading student performance . . .

TABLE XVI B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	18%	62%	21%	10%	25%	66%	0.80	-0.60
STUDENT	35%	38%	26%	10%	24%	65%	1.13	-0.80
ADMINISTRATOR	22%	44%	33%	33%	17%	50%	0.33	-0.33
SUPPORT STAFF	22%	50%	28%	16%	53%	32%	0.83	-0.16
COMMUNITY MEMBER	50%	40%	10%	22%	33%	44%	0.70	-0.70
WHOLE SAMPLE	31%	45%	24%	12%	27%	61%	0.90	-0.63

QUESTION: to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programmes . . . .

TABLE XVI C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	43%	46%	11%	1%	37%	61%	1.06	-1.01
STUDENT	47%	36%	16%	6%	26%	68%	1.30	-1.17
ADMINISTRATOR	38%	38%	25%	0%	17%	83%	0.66	-0.66
SUPPORT STAFF	56%	22%	22%	20%	35%	45%	0.87	-0.62
COMMUNITY MEMBER	30%	50%	20%	11%	44%	44%	1.20	-0.80
WHOLE SAMPLE	48%	38%	15%	7%	31%	62%	1.07	-0.96

QUESTION: to create procedures by which curricular or instructional innovations may be readily initiated . . .

TABLE XVI D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	46%	37%	17%	4%	28%	68%	1.06	-1.01
STUDENT	49%	40%	10%	8%	41%	51%	0.98	-0.92
ADMINISTRATOR	56%	22%	22%	0%	8%	92%	0.86	-0.86
SUPPORT STAFF	29%	59%	12%	11%	22%	67%	0.62	-0.54
COMMUNITY MEMBER	67%	11%	22%	11%	33%	56%	1.10	-1.10
WHOLE SAMPLE	49%	39%	12%	8%	36%	56%	NO DATA AVAILABLE	-0.84

XVII OFF-CAMPUS LEARNING

This topic covers the goals of study on several campuses, supervised study off-campus, and the awarding of academic credit on the basis of performance. High importance has ideally been attached to the goals of gaining academic credit off-campus, in work-study programmes or on other college campuses, in on-the-job learning experiences, and in other supervised study. Low actual importance is felt to be attached to these learning experiences, however (See Tables XVII A, B, C, E). The question of giving academic credit to individuals on the basis of their performance if evaluated as successful, is not considered of high importance generally either actually or ideally. Administrators and students tend to consider credit based solely on performance as having high ideal importance (See Table XVII D).

This is another area of goals which appears to need extensive consideration on the part of the College.

TABLE XVII

OFF-CAMPUS LEARNING: Study on several campuses, supervised study off-campus, academic credit on the basis of performance.

QUESTION: to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programmes, etc. . . .

TABLE XVII A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	82%	16%	3%	28%	20%	51%	1.32	-1.20
STUDENT	74%	22%	5%	15%	24%	61%	1.48	-1.42
ADMINISTRATOR	63%	25%	13%	31%	23%	46%	0.80	-0.40
SUPPORT STAFF	78%	11%	11%	32%	42%	26%	0.66	-0.58
COMMUNITY MEMBER	60%	30%	10%	22%	0%	78%	1.60	-1.40
WHOLE SAMPLE	75%	21%	5%	21%	25%	55%	1.25	-1.15

QUESTION: to participate in a network of colleges through which students, according to plan, may study on several campuses during their college years . . . .

TABLE XVII B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	79%	15%	6%	34%	27%	38%	1.02	-0.92
STUDENT	78%	18%	4%	32%	29%	39%	1.14	-0.99
ADMINISTRATOR	43%	43%	14%	0%	27%	73%	0.60	-0.60
SUPPORT STAFF	78%	17%	6%	32%	26%	42%	0.83	-0.75
COMMUNITY MEMBER	60%	30%	10%	11%	56%	33%	1.10	-0.90
WHOLE SAMPLE	77%	18%	5%	31%	30%	39%	0.98	-0.87

QUESTION: to give credit for supervised study done away from the campus, e.g. in extension or tutorial centers, by correspondence, or through field work. . .

TABLE XVII C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	74%	17%	9%	20%	36%	43%	1.14	-1.07
STUDENT	61%	27%	11%	9%	29%	62%	1.41	-1.30
ADMINISTRATOR	71%	14%	14%	8%	42%	50%	0.73	-0.73
SUPPORT STAFF	78%	17%	6%	20%	35%	45%	1.04	-1.04
COMMUNITY MEMBER	67%	33%	0%	25%	50%	25%	0.80	-0.80
WHOLE SAMPLE	65%	25%	10%	13%	33%	53%	1.16	-1.08

QUESTION: to give academic credit to some individuals solely on the basis of their performance if evaluated as successful, (with no college-supervised study, on or off campus, necessary). . . .

TABLE XVII D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	85%	13%	3%	51%	20%	28%	0.92	-0.80
STUDENT	76%	18%	6%	30%	33%	37%	1.16	-0.99
ADMINISTRATOR	44%	44%	11%	18%	27%	55%	0.73	-0.46
SUPPORT STAFF	83%	17%	0%	55%	25%	20%	0.66	-0.41
COMMUNITY MEMBER	67%	11%	22%	63%	25%	13%	0.90	-0.10
WHOLE SAMPLE	78%	17%	5%	39%	28%	34%	0.95	-0.78

QUESTION: to maximize on-the-job learning experience . . .

TABLE XVII E

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	57%	29%	14%	25%	27%	48%	0.92	-0.75
STUDENT	56%	32%	12%	11%	22%	67%	1.39	-1.25
ADMINISTRATOR	38%	38%	25%	29%	21%	50%	0.20	-0.06
SUPPORT STAFF	50%	28%	22%	11%	32%	58%	0.87	-0.87
COMMUNITY MEMBER	40%	40%	20%	22%	22%	56%	1.20	-1.00
WHOLE SAMPLE	55%	32%	13%	15%	25%	60%	1.09	-0.97

XVIII. ACCOUNTABILITY/EFFICIENCY

These include goals of the use of cost criteria in deciding among programme alternatives, concern for programme efficiency, and proof of goal achievement. Responses to the questions included in this set of goals are varied. The application of cost criteria in deciding among alternative academic and non-academic programmes is not considered to be an important question (See Table XVIII A). The regular provision of evidence that the College is actually achieving its stated goals is a high priority and has evoked some dissatisfaction among faculty and students (See Table XVIII B). Consideration of the efficiency with which College operations are conducted is also a high priority evoking some dissatisfaction (See Table XVIII C). The goal of being accountable to funding sources for the effectiveness of the College programmes meets with less enthusiasm and little dissatisfaction with the way in which things are now handled (See Table XVIII D). The greatest dissatisfaction is found with the disparity in what is and what should be on the question of publishing financial statements in such a way that the whole College may be aware of the relative cost of programmes and other alternatives chosen (See Table XVIII E).

The three areas in accountability or efficiency which demand most attention are in College goal achievement, College operations, and the relative cost of programmes.

TABLE XVIII

ACCOUNTABILITY/EFFECIENCY: use of cost criteria in deciding among programme alternatives, concern for programme efficiency, and proof of goal achievement.

QUESTION: to apply cost criteria in deciding among alternative academic and non-academic programmes . . .

TABLE XVIII A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	38%	28%	34%	64%	25%	11%	0.95	0.48
STUDENT	44%	35%	21%	39%	39%	23%	0.66	-0.01
ADMINISTRATOR	44%	33%	22%	40%	60%	0%	0.40	0.00
SUPPORT STAFF	40%	40%	20%	65%	30%	5%	0.54	0.37
COMMUNITY MEMBER	56%	44%	0%	22%	44%	33%	0.60	-0.60
WHOLE SAMPLE	45%	34%	22%	46%	37%	17%	0.64	0.07

QUESTION: to regularly provide evidence that the college is actually achieving its stated goals . . . .

TABLE XVIII B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	49%	39%	12%	19%	27%	53%	1.03	-0.84
STUDENT	57%	33%	11%	12%	31%	57%	1.21	-1.04
ADMINISTRATOR	67%	11%	22%	25%	17%	58%	0.80	-0.80
SUPPORT STAFF	63%	19%	19%	10%	25%	65%	0.83	-0.83
COMMUNITY MEMBER	44%	22%	33%	13%	13%	75%	0.90	-0.70
WHOLE SAMPLE	55%	32%	12%	14%	30%	56%	1.00	-0.87

QUESTION: to consider the efficiency with which college operations are conducted . . . .

TABLE XVIII C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	47%	36%	17%	15%	32%	53%	0.98	-0.86
STUDENT	48%	40%	11%	8%	33%	59%	1.15	-1.01
ADMINISTRATOR	55%	9%	36%	18%	36%	45%	0.93	-0.66
SUPPORT STAFF	35%	47%	18%	0%	16%	84%	1.04	-1.04
COMMUNITY MEMBER	40%	30%	30%	0%	0%	100%	1.30	-1.30
WHOLE SAMPLE	49%	37%	14%	10%	31%	59%	1.00	-0.89

QUESTION: to be accountable to funding sources for the effectiveness of college programmes; . . . .

TABLE XVIII D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	41%	44%	15%	36%	28%	36%	0.85	-0.12
STUDENT	38%	46%	17%	19%	42%	39%	0.80	-0.40
ADMINISTRATOR	33%	44%	22%	31%	31%	38%	0.40	-0.40
SUPPORT STAFF	50%	43%	7%	35%	29%	35%	0.79	-0.37
COMMUNITY MEMBER	67%	22%	11%	25%	13%	63%	0.80	-0.80
WHOLE SAMPLE	40%	45%	15%	25%	37%	38%	0.73	-0.33

QUESTION: to publish financial statements in such a way that the whole college may be aware of the relative cost of programmes and other alternatives chosen . . . .

TABLE XVIII E

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	82%	11%	7%	18%	21%	62%	1.41	-1.39
STUDENT	72%	21%	6%	21%	36%	43%	1.24	-1.13
ADMINISTRATOR	50%	40%	10%	8%	54%	38%	1.00	-0.60
SUPPORT STAFF	81%	19%	0%	11%	44%	44%	1.08	-0.91
COMMUNITY MEMBER	70%	30%	0%	0%	33%	67%	1.60	-1.60
WHOLE SAMPLE	74%	19%	6%	18%	35%	47%	1.16	-1.07

XIX. COLLEGE ORGANIZATION (INTERNAL)

These goals are concerned with organization of the College in terms of its goals, and for plann[illegible] pedagogical, and administrative development. Generally speaking, the level of dissatisfaction is l[illegible] although in most cases the ideal importance is high and the actual importance is low. The College should be organized for continuous short, medium and long-range planning and the implication is that the College is not (See Table XIX A). The goal of achieving consensus among people on the campus about the goals of the College should be more important than it is now (See Table XIX B). There is scattered feeling about the creation of a special commission on the implications of a tri-campus College (See Table XIX C). About the same results occur in response to the goal of creating the position of student ombudsman, although dissatisfaction is noted on the part of faculty (See Table XIX D). Higher interest is evinced for the provision of a system of re-education and re-training in the area of administrative problem-solving for administrative and teaching staff alike, and general dissatisfaction with what is and what should be appears (See Table XIX E). The idea of holding pedagogical days to discuss College problems on a regular basis also found solid support except from community members (See Table XIX F).

A fair amount of work needs to be done on internal College organization.

T A B L E XIX

COLLEGE ORGANIZATION (Internal): to be organized in terms of College goals, for planning and pedagogical and administrative development.

QUESTION: to be organized for continuous short, medium, and long-range planning for the total institution . . . .

TABLE XIXA

POSITION	ACTUAL			IDEAL			DISSATISFACTIOn	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	31%	48%	21%	12%	22%	66%	0.91	-0.81
STUDENT	40%	40%	19%	11%	34%	55%	0.95	-0.79
ADMINISTRATOR	33%	33%	33%	0%	36%	64%	0.86	-0.60
SUPPORT STAFF	50%	31%	19%	17%	17%	67%	0.83	-0.75
COMMUNITY MEMBER	44%	11%	44%	0%	22%	78%	0.90	-0.90
WHOLE SAMPLE	39%	41%	20%	12%	30%	58%	0.85	-0.71

QUESTION: to achieve consensus among people on the campus about the goals of the College . . . .

TABLE XIX B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	49%	36%	14%	32%	15%	53%	0.87	-0.58
STUDENT	48%	37%	15%	20%	23%	57%	1.04	-0.81
ADMINISTRATOR	25%	38%	38%	17%	42%	42%	0.66	-0.13
SUPPORT STAFF	13%	75%	13%	16%	26%	58%	0.58	-0.33
COMMUNITY MEMBER	44%	33%	22%	22%	11%	67%	0.50	-0.50
WHOLE SAMPLE	46%	39%	15%	22%	24%	54%	0.85	-0.62

QUESTION: to create a special commission on the implications of a tri-campus college . . . .

TABLE XIX C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	66%	22%	12%	35%	20%	45%	0.95	-0.75
STUDENT	58%	30%	12%	28%	29%	43%	0.88	-0.66
ADMINISTRATOR	75%	13%	13%	46%	31%	23%	0.53	-0.13
SUPPORT STAFF	50%	36%	14%	37%	26%	37%	0.50	-0.08
COMMUNITY MEMBER	56%	33%	11%	56%	22%	22%	0.60	-0.20
WHOLE SAMPLE	60%	28%	12%	33%	27%	41%	0.76	-0.55

QUESTION: to create the position of student ombudsman . . . .

TABLE XIX D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	74%	23%	3%	36%	18%	46%	1.06	-1.03
STUDENT	69%	27%	5%	26%	30%	45%	0.97	-0.94
ADMINISTRATOR	44%	44%	11%	33%	33%	33%	0.73	-0.33
SUPPORT STAFF	79%	14%	7%	29%	47%	24%	0.66	-0.41
COMMUNITY MEMBER	56%	22%	22%	50%	13%	38%	0.50	-0.10
WHOLE SAMPLE	70%	25%	5%	31%	28%	41%	0.85	-0.79

QUESTION: to provide a system of re-education and re-training in the area of administrative problem-solving for administrative and teaching staff alike . . . .

TABLE XIX E

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	83%	10%	4%	16%	30%	54%	NO	-1.29
STUDENT	68%	27%	5%	10%	30%	60%	DATA	-1.26
ADMINISTRATOR	38%	50%	13%	8%	25%	67%	AVAILABLE	-0.60
SUPPORT STAFF	44%	56%	0%	32%	16%	53%	"	-0.66
COMMUNITY MEMBER	44%	44%	11%	11%	33%	56%	"	-1.00
WHOLE SAMPLE	69%	26%	5%	14%	29%	57%	1.15	-1.10

QUESTION: to hold pedagogical days to discuss college problems on a regular basis . . . .

TABLE XIX F

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	50%	33%	17%	12%	24%	64%	0.98	-0.91
STUDENT	63%	28%	10%	16%	28%	56%	1.26	-1.13
ADMINISTRATOR	63%	25%	13%	25%	33%	42%	0.60	-0.06
SUPPORT STAFF	37%	42%	21%	25%	15%	60%	0.62	-0.34
COMMUNITY MEMBER	56%	11%	33%	44%	33%	22%	0.50	-0.10
WHOLE SAMPLE	57%	31%	12%	18%	28%	54%	0.99	-0.86

XX. COLLEGE ORGANIZATION (EXTERNAL)

These goals are concerned with the maintaining of institutional autonomy while working in co-operation with other Colleges and the community. The majority of respondants felt that achieving a large degree of institutional autonomy or independence in relation to governmental or other educational agencies should be of high importance, but most found it to be of low or medium importance. The faculty expressed significant dissatisfaction with this state of affairs (See Table XX A). The maintenance of a reputable standing for the College in relation to similar Colleges should be of high importance but is of medium importance (See table XX B). The goal of including local citizens in planning College programmes that will affect the local community was also regarded as meriting high importance but receiving low importance in the College (See Table XX D). Reaction to ending the duplication of programmes within and between Cegeps was scattered. Only administrators consider this question to be of high importance, all other groups considering it to be of low importance, and the goal has an overall low rating of ideal importance (See Table XX C). The systematic interpretation of the nature, purpose, and work of the College to citizens off the campus is considered of high priority but of low actual importance (See Table XX E).

The same kind of work in making the is meet the should be is required in external College organization.

TABLE XX

COLLEGE ORGANIZATION: (External): to maintain institutional autonomy while working in co-operation with other Colleges and the community.

QUESTION: to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies . . .

TABLE XX A

POSITION	ACTUAL LOW	ACTUAL MEDIUM	ACTUAL HIGH	IDEAL LOW	IDEAL MEDIUM	IDEAL HIGH	DISSATISFACTION TOTAL	DISSATISFACTION DIRECTED
INSTRUCTOR	46%	42%	12%	7%	26%	68%	1.28	-1.20
STUDENT	45%	42%	13%	14%	36%	51%	0.95	-0.80
ADMINISTRATOR	38%	63%	0%	9%	27%	64%	0.53	-0.53
SUPPORT STAFF	44%	56%	0%	11%	33%	56%	0.87	-0.70
COMMUNITY MEMBER	30%	50%	20%	38%	38%	25%	0.90	0.30
WHOLE SAMPLE	45%	44%	11%	13%	34%	53%	0.91	-0.76

QUESTION: to maintain or work to achieve a reputable standing for the college in relation to similar colleges . . .

TABLE XX B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	20%	41%	39%	16%	25%	59%	0.69	-0.30
STUDENT	25%	47%	28%	14%	23%	63%	0.80	-0.32
ADMINISTRATOR	30%	50%	20%	23%	23%	54%	0.40	-0.40
SUPPORT STAFF	33%	50%	17%	15%	25%	60%	0.75	-0.50
COMMUNITY MEMBER	30%	40%	30%	11%	11%	78%	1.10	-1.10
WHOLE SAMPLE	26%	44%	30%	15%	24%	62%	0.69	-0.44

QUESTION: to end duplication of programmes within and between CEGEPs in order that there be the widest spectrum of choice . . . .

TABLE XX C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	57%	36%	7%	43%	28%	29%	0.85	-0.43
STUDENT	60%	29%	11%	35%	34%	31%	0.93	-0.59
ADMINISTRATOR	22%	33%	44%	18%	45%	36%	0.46	-0.06
SUPPORT STAFF	59%	29%	12%	26%	26%	47%	0.66	-0.50
COMMUNITY MEMBER	70%	20%	10%	33%	11%	56%	1.30	-1.30
WHOLE SAMPLE	59%	30%	11%	35%	33%	32%	0.80	-0.51

QUESTION: to include local citizens in planning college programmes that will affect the local community. . . .

TABLE XX D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	54%	31%	14%	8%	37%	55%	1.03	-0.89
STUDENT	62%	27%	12%	34%	33%	32%	0.88	-0.57
ADMINISTRATOR	33%	44%	22%	15%	38%	46%	0.60	-0.20
SUPPORT STAFF	59%	29%	12%	21%	37%	42%	0.70	-0.70
COMMUNITY MEMBER	67%	22%	11%	22%	22%	56%	0.90	-0.90
WHOLE SAMPLE	60%	28%	12%	27%	35%	38%	0.82	-0.59

QUESTION: to systematically interpret the nature, purpose, and work of the college to citizens off the campus . . .

TABLE XX E

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	58%	28%	14%	18%	38%	44%	0.82	-0.75
STUDENT	65%	26%	9%	31%	39%	30%	0.77	-0.61
ADMINISTRATOR	50%	38%	13%	23%	38%	38%	0.80	-0.40
SUPPORT STAFF	53%	47%	0%	11%	42%	47%	0.83	-0.75
COMMUNITY MEMBER	67%	33%	0%	0%	22%	78%	1.30	-1.30
WHOLE SAMPLE	62%	28%	9%	26%	39%	35%	0.75	-0.61

XXI. EXTRA-CURRICULAR ACTIVITIES

Maintaining a broad and vigorous programme of extracurricular activities and events for students has a generally high priority which appears to be being met to some extent; that is, it is considered to be an actual goal of medium importance. (See Table XXI A). Excellence in intercollegiate athletic competition is not considered highly important and dissatisfaction is minimal (See Table XXI B).

TABLE XXI

EXTRA-CURRICULAR ACTIVITIES: to maintain a broad and excellent programme of extracurricular activities and events.

QUESTION: to carry on a broad and vigorous programme of extracurricular activities and events for students . . . .

TABLE XXI A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	36%	48%	16%	17%	29%	54%	0.79	-0.57
STUDENT	25%	44%	31%	8%	25%	67%	0.95	-0.[illegible]
ADMINISTRATOR	38%	50%	13%	8%	23%	69%	0.66	-0.53
SUPPORT STAFF	18%	53%	29%	16%	26%	58%	0.70	-0.29
COMMUNITY MEMBER	44%	22%	33%	33%	0%	67%	0.90	-0.70
WHOLE SAMPLE	31%	43%	26%	13%	26%	61%	0.79	-0.59

QUESTION: to excel in intercollegiate athletic competition . . . .

TABLE XXI B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	46%	38%	16%	62%	25%	14%	0.70	0.39
STUDENT	30%	42%	28%	27%	33%	41%	0.60	-0.17
ADMINISTRATOR	63%	25%	13%	54%	38%	8%	0.46	0.06
SUPPORT STAFF	35%	41%	24%	58%	21%	21%	0.58	0.25
COMMUNITY MEMBER	67%	22%	11%	33%	33%	33%	0.90	-0.70
WHOLE SAMPLE	37%	40%	23%	39%	31%	30%	0.56	-0.01

XXII. STUDENT SERVICES

These goals of providing services for students received some variable and some clearly defined responses. The goal of providing a testing and analysis centre which would inform students on the precise state of their intellectual skills and attitudes is considered to be of low real importance to the majority and of low ideal importance except to students and community members (See Table XXII A). There is scattered opinion on whether student employment opportunities within the College should be maximized, although 71% of the students think so (See Table XXII B). That efforts to intensify effective career counselling should be made appears to be a high priority. Dissatisfaction is significant in this area. (See Table XXII C) The facilitation of entry to university for technology students is uniformly considered to be a high priority (See Table XXII D). It should be noted that in all cases students consider these services to be highly important and they evince significant levels of dissatisfaction with the present conditions.

TABLE XXII

STUDENT SERVICES: to provide services for students in the measurement of skills and in employment, counselling, and careers.

QUESTION: to provide a testing and analysis centre which will inform students on the precise state of their intellectual skills and attitudes . . . .

TABLE XXII A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	75%	18%	7%	51%	23%	26%	0.82	-0.53
STUDENT	68%	24%	7%	27%	25%	48%	1.25	-1.09
ADMINISTRATOR	90%	10%	0%	67%	17%	17%	0.46	-0.46
SUPPORT STAFF	79%	16%	5%	45%	35%	20%	0.58	-0.33
COMMUNITY MEMBER	67%	33%	0%	11%	22%	67%	1.70	-1.50
WHOLE SAMPLE	70%	23%	7%	34%	25%	40%	1.00	-0.83

QUESTION: to maximize meaningful student employment opportunities within the college . . . .

TABLE XXII B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	50%	39%	11%	43%	27%	31%	0.52	-0.35
STUDENT	42%	36%	22%	7%	21%	71%	1.06	-0.97
ADMINISTRATOR	44%	56%	0%	38%	23%	38%	0.53	-0.40
SUPPORT STAFF	56%	39%	6%	26%	42%	32%	0.50	-0.41
COMMUNITY MEMBER	38%	50%	13%	14%	43%	43%	0.70	-0.70
WHOLE SAMPLE	45%	39%	17%	19%	26%	55%	0.80	-0.70

QUESTION: to intensify efforts in effective career counselling . . .

TABLE XXII C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	46%	44%	10%	7%	19%	75%	1.21	-1.19
STUDENT	52%	37%	11%	4%	19%	77%	1.43	-1.41
ADMINISTRATOR	30%	50%	20%	10%	50%	40%	0.46	-0.33
SUPPORT STAFF	53%	32%	16%	5%	11%	84%	1.20	-1.04
COMMUNITY MEMBER	70%	20%	10%	11%	11%	78%	1.40	-1.20
WHOLE SAMPLE	51%	38%	11%	5%	20%	74%	1.21	-1.18

QUESTION: to facilitate the entrance of technology students to university . . . .

TABLE XXII D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	Directed
INSTRUCTOR	67%	27%	6%	29%	20%	51%	1.08	-0.96
STUDENT	48%	40%	12%	12%	28%	60%	1.04	-0.93
ADMINISTRATOR	56%	22%	22%	18%	27%	55 %	0.60	-0.60
SUPPORT STAFF	53%	47%	0%	22%	17%	61%	0.70	-0.54
COMMUNITY MEMBER	50%	30%	20%	11%	11%	78%	1.10	-1.10
WHOLE SAMPLE	54%	36%	10%	17%	26%	57%	0.93	-0.84

XXIII. CURRICULUM

These are questions of providing particular learning experiences or of making greater use of community resources. Although they tend to be considered as ideally highly important, their actual importance is measured as low. These goals include (1) placing within the core curriculum courses which would allow students to establish meaningful life goals and how to achieve them, (2) encouraging the growth of inter-disciplinary studies, (3) making an inventory of community resources with suggestions as to how these might be integrated into Vanier's learning and teaching patterns, and (4) bringing into the College a wide range of professional experience to supplement local teaching skills (See Tables XXIII A, C, D, E). The goal of facilitating the establishment of centres for urban studies and international studies is of low importance except to just over one-third of the student respondants (See Table XXIIIB). The establishment of peer teaching situations within the College so that students can teach other students should be of medium importance to the College (See Table XXIII F).

The curriculum recommendations from this survey are, therefore, that attention be paid to courses in meaningful life goals, and in interdisciplinary studies, and that an inventory of community resources be made, and that a wide range of professional experience be brought into the College.

TABLE XXIII

CURRICULUM: to provide particular learning experiences and to make greater use of community resources.

QUESTION: to place within core curriculum those courses which would allow students to establish meaningful life goals and how to achieve them. . . .

TABLE XXII A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	41%	37%	21%	13%	24%	63%	0.96	-0.76
STUDENT	55%	31%	15%	7%	22%	71%	1.41	-1.25
ADMINISTRATOR	33%	44%	22%	15%	38%	46%	0.60	-0.60
SUPPORT STAFF	65%	30%	5%	30%	20%	50%	0.70	-0.70
COMMUNITY MEMBER	50%	25%	25%	11%	11%	78%	1.40	-0.80
WHOLE SAMPLE	51%	33%	16%	11%	23%	66%	1.12	-0.97

QUESTION: to facilitate establishment of centres for urban studies and international studies . . .

TABLE XXIII B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	89%	11%	0%	54%	26%	20%	0.78	-0.65
STUDENT	76%	20%	5%	26%	36%	38%	1.03	-0.98
ADMINISTRATOR	73%	18%	9%	45%	36%	18%	0.53	-0.40
SUPPORT STAFF	75%	20%	5%	41%	36%	23%	0.54	-0.54
COMMUNITY MEMBER	80%	20%	0%	56%	3%	11%	0.40	-0.20
WHOLE SAMPLE	78%	18%	4%	0%	33%	31%	0.81	-0.75

QUESTION: to encourage the growth of inter-disciplinary studies . . . .

TABLE XXIII C

POSITION	ACTUAL			ITEM			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	54%	38%	8%	12%	26%	62%	1.15	-1.06
STUDENT	42%	45%	13%	14%	40%	46%	0.90	-0.71
ADMINISTRATOR	44%	56%	0%	0%	55%	45%	0.60	-0.60
SUPPORT STAFF	33%	50%	17%	10%	20%	70%	0.70	-0.62
COMMUNITY MEMBER	40%	40%	20%	11%	22%	67%	1.30	-0.90
WHOLE SAMPLE	46%	42%	11%	13%	36%	52%	0.89	-0.75

QUESTION: to make a systematic inventory of community resources with suggestions as to how these might be integrated into Vanier's learning and teaching patterns . . . .

TABLE XXIII D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	70%	21%	9%	13%	24%	63%	1.30	-1.28
STUDENT	61%	29%	10%	13%	38%	49%	1.07	-0.97
ADMINISTRATOR	64%	18%	18%	0%	27%	73%	1.00	-1.00
SUPPORT STAFF	81%	13%	6%	24%	24%	52%	1.20	-0.87
COMMUNITY MEMBER	78%	11%	11%	11%	22%	67%	1.30	-1.30
WHOLE SAMPLE	65%	26%	9%	14%	33%	53%	1.04	-0.95

QUESTION: to bring into the college a wide range of professional experience to supplement local teaching skills . . . .

TABLE XXIII E

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	59%	24%	18%	20%	27%	53%	0.89	-0.84
STUDENT	51%	36%	13%	12%	20%	69%	1.11	-1.07
ADMINISTRATOR	50%	38%	13%	8%	17%	75%	0.73	-0.73
SUPPORT STAFF	50%	50%	0%	11%	17%	72%	0.87	-0.79
COMMUNITY MEMBER	30%	40%	30%	0%	13%	88%	0.80	-0.80
WHOLE SAMPLE	52%	34%	14%	13%	23%	64%	0.92	-0.88

QUESTION: to establish peer teaching situations within the college so that students can teach other students . . . .

TABLE XXIII F

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	73%	20%	7%	28%	42%	30%	1.04	-0.75
STUDENT	61%	25%	14%	26%	38%	36%	1.05	-0.73
ADMINISTRATOR	50%	30%	20%	38%	31%	31%	0.46	-0.20
SUPPORT STAFF	69%	31%	0%	37%	47%	16%	0.54	-0.37
COMMUNITY MEMBER	60%	20%	20%	25%	38%	38%	0.80	-0.60
WHOLE SAMPLE	65%	24%	11%	29%	39%	33%	0.90	-0.64

XXIV. EDUCATIONAL RESEARCH

These goals are concerned with the establishment of means whereby educational research in the College will be facilitated. The goals are not considered to be of high priority with the exception of the relatively concrete one of creating a climate in which a systematic evaluation of College programmes is accepted as an institutional way of life (See Table XXIV D). Faculty and students appear to have a greater interest in the areas of a research publication; the determination of problems which may yield to research techniques, and the placing of initiative in the hands of a Co-ordinator of Research and Development for encouraging research, than other groups (See Tables XXIV A, B, C). It would appear that the College should investigate the possibility of systematically evaluating College programmes.

TABLE XXIV

EDUCATIONAL RESEARCH: to establish the means whereby educational research in the college will be facilitated.

QUESTION: to stimulate the introduction of a publication which will be devoted to research findings at the all-CEGEP level . . . .

TABLE XXIV A

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTORS	84%	11%	4%	35%	34%	31%	1.20	-0.96
STUDENT	73%	20%	7%	31%	39%	30%	1.01	-0.82
ADMINISTRATOR	78%	22%	0%	67%	17%	17%	0.46	-0.33
SUPPORT STAFF	84%	11%	5%	35%	30%	35%	0.91	-0.71
COMMUNITY MEMBER	70%	30%	0%	33%	33%	33%	1.10	-1.10
WHOLE SAMPLE	76%	19%	6%	34%	37%	29%	0.93	-0.76

QUESTION: to determine within Vanier the specific problems which may yield to effective research techniques . . . .

TABLE XXIV B

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	73%	24%	3%	32%	38%	30%	0.91	-0.79
STUDENT	64%	29%	7%	25%	39%	36%	0.93	-0.77
ADMINISTRATOR	78%	22%	0%	67%	17%	17%	0.20	-0.06
SUPPORT STAFF	71%	29%	0%	33%	50%	17%	0.54	-0.37
COMMUNITY MEMBER	70%	30%	0%	22%	33%	44%	1.10	-1.10
WHOLE SAMPLE	67%	28%	5%	29%	39%	31%	0.79	-0.66

QUESTION: to place initiative for encouraging research in the hands of a Co-ordinator of Research and Development . . . .

TABLE XXIV C

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	74%	18%	8%	33%	36%	31%	0.97	-0.73
STUDENT	65%	28%	7%	39%	32%	29%	0.82	-0.59
ADMINISTRATOR	78%	11%	11%	50%	42%	8%	0.33	-0.06
SUPPORT STAFF	86%	7%	7%	44%	28%	28%	0.45	-0.37
COMMUNITY MEMBER	70%	20%	10%	22%	22%	56%	1.20	-1.20
WHOLE SAMPLE	69%	24%	7%	38%	34%	28%	0.75	-0.55

QUESTION: to create a climate in which systematic evaluation of college programmes is accepted as an institutional way of life . . . .

TABLE XXIV D

POSITION	ACTUAL			IDEAL			DISSATISFACTION	
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	TOTAL	DIRECTED
INSTRUCTOR	53%	31%	16%	21%	23%	56%	0.95	-0.78
STUDENT	46%	44%	10%	21%	35%	43%	0.94	-0.66
ADMINISTRATOR	33%	44%	22%	8%	31%	62%	1.08	-0.53
SUPPORT STAFF	47%	40%	13%	20%	20%	60%	0.79	-0.62
COMMUNITY MEMBER	33%	33%	33%	0%	13%	88%	0.70	-0.70
WHOLE SAMPLE	47%	40%	13%	20%	31%	49%	0.86	-0.63

SUMMARY AND RECOMMENDATIONS

1. A clarification of the actual importance attached to academic development, particularly between faculty and administration, is suggested.

2. Consideration should be given to community members' feelings that achieving basic levels of competence is important.

3. The College should assign a high priority to the delineation of pedagogical goals and to supplying the means to support these goals.

4. The question of individual personal development at Vanier should be investigated by all members of the Vanier community at length and in depth.

5. The responses to the humanism/altruism goals should be examined by instructors and students interested in world attitudes and values.

6. The attention of the Director of Continuing Education should be brought to a consideration of the stated need for providing retraining opportunities.

7. Vocational planning assistance for students should be increased.

8. The Director of Continuing Education should carefully consider the survey results on "meeting local needs."

9. Regional and national priorities should be considered when planning new educational programmes.

10. Academic policy decisions should be based on the findings expressed about social egalitarianism.

11. An important goal at Vanier is that of providing a critical evaluation of prevailing practices and values in society.

12. A recommended motto for Vanier would appear to be "Academic, Political, and Life Style Freedom."

13. Questions of democratic governance at Vanier require continued attention.

14. The Vanier community, and in particular the faculty, need to examine their sense of community.

15. The intellectual and aesthetic environment at Vanier is not satisfactory.

16. The procedures for initiating innovations should be clarified.

17. Extensive consideration should be given to the possibility of off-campus learning.

18. The College should be more accountable in the following areas: (1) College goal achievement; (2) College operations; (3) the relative cost of programmes.

19. Both internal and external college organization require a great deal of work.

20. Effective career counselling is required (See also recommendation #7).

21. Entry to university for technology students should be facilitated.

22. Courses in meaningful life goals and in interdisciplinary studies are important.

23. An inventory of community resources for learning should be made and integrated with Vanier's curriculum.

24. A wide range of professional experience should be brought into the College.

25. A system of evaluating College programmes should be instituted.

VANIER
INSTITUTIONAL GOALS INVENTORY

To the respondent:

Numerous educational, social, and economic circumstances have arisen that have made it necessary for many colleges and universities to reach clear, and often new, understandings about their goals. During the late 1960's there were new demands, especially from students, for colleges to assume new roles and serve new interests. Now, in the early 1970's, a widespread financial crisis is making it imperative for colleges to specify the objectives to which limited resources may be directed.

The Institutional Goals Inventory (IGI) was developed as a tool to help college communities delineate goals and establish priorities among them. The instrument does not tell colleges what to do in order to reach the goals. Instead, it provides a means by which many individuals and constituent groups can contribute their thinking about desired institutional goals. Summaries of the results of this thinking then provide a basis for reasoned deliberations toward final definition of college goals.

This version of the Inventory was designed to embrace possible goals at Vanier College. Most of the goal statements in the inventory refer to what may be thought of as "output" or "outcome" goals – substantive objectives colleges may seek to achieve (e.g. qualities of graduating students, research emphases, kinds of public service). Statements toward the end of the inventory relate to "process" goals – goals having to do with campus climate and the educational process.

The IGI is intended to be completely confidential. Results will be summarized only for groups – faculty, students, community, and so forth. In no instance will responses of individuals be reported. The Inventory should ordinarily not take longer than 45 minutes to complete.

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DIRECTIONS

The Inventory consists of 100 statements of possible goals at Vanier College. Using the answer key shown in the example below, please respond to each statement in two different ways:

First How important is the goal at Vanier at the present time?

Then – In your judgement, how important should the goal be at Vanier?

EXAMPLE

		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
to prepare students for university	is	a	■	c	d	e
	should be	A	B	C	■	E

In the example, the respondent has indicated that he believes the goal "to prepare students for university" **is** presently of low importance at Vanier, but that it **should be** of high importance.

- *Unless you have been given other instructions, consider Vanier College as a whole in making your judgments.
- *In giving **should be** responses, do not be restrained by your beliefs about whether the goal, realistically, can ever be attained on the campus.
- *Please try to respond to every goal statement in the Inventory, by marking one space after **is** and one space after **should be**.
- *Use any soft "HB" pencil. Do not use colored pencils or a pen - ink, ball point, or felt tip.
- *Mark each answer by filling in the space under the appropriate level of importance.
- *Information Questions (at the bottom of answer sheet): These questions are included so that the results can be analyzed in the most meaningful and useful way. Respond to each question that applies.

DO NOT FOLD, MUTILATE OR STAPLE ANSWER SHEET.

1. to help students identify their own personal goals and develop means of achieving them . . .

2. to train students in methods of inquiry, research, and/or problem definition and solution . . .

3. to ensure that students acquire a basic general knowledge . . .

4. to encourage students to develop the desire and ability to undertake self-directed learning . . .

5. to prepare students for advanced academic work, e.g. at a university or professional school . . .

6. to develop students' ability to synthesize knowledge from a variety of sources . . .

7. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events . . .

8. to maintain generally high standards of academic performance throughout the college . . .

9. to encourage students to develop life-long motivation to learn . . .

10. to help students achieve deeper levels of self-understanding . . .

11. to ensure that students who graduate have achieved a basic level of reading, writing and mathematics competency . . .

12. to help students be open, honest, and trusting in their relationships with others . . .

13. to encourage students to become conscious of important human issues of our time . . .

14. to increase students' sensitivity to and appreciation of various forms of art and artistic expression . . .

15. to help students understand and respect people from diverse backgrounds and cultures . . .

16. to encourage students to make concern about the welfare of all mankind a central part of their lives . . .

17. to provide opportunities for students to receive training for specific occupational careers, e.g. accounting, engineering, nursing . . .

18. to encourage students to work for world peace . . .

19. to encourage students to express themselves artistically, e.g. in music, painting, film-making . . .

20. to do research for government, business, or industry . . .

21. to provide opportunities for continuing education for adults in the local area, e.g. on a part-time basis . . .

22. to develop educational programmes geared to new and emerging career fields . . .

23. to establish courses to train community leaders . . .

24. to stimulate community use of the college in the widest possible variety of ways . . .

25. to provide a testing and analysis centre which will inform students on the precise state of their intellectual skills and attitudes . . .

26. to maximize meaningful student employment opportunities within the college . . .

27. to serve as a cultural centre in the community served by the campus . . .

28. to place within core curriculm those courses which would allow students to establish meaningful life goals and how to achieve them . . .

29. to provide retraining opportunities for individuals whose job skills have become out of date . . .

30. to contribute, througn research, to the general advancement of knowledge . . .

31. to assist students in deciding upon a vocational career . . .

32. to provide trained manpower for local-area business, industry, and government . . .

33. to facilitate involvement of students in neighbourhood and community-service activities . . .

34. to facilitate establishment of centres for urban studies and international studies . . .

35. to provide educational experiences relevant to the evolving interests of women . . .

36. to provide critical evaluation of prevailing practices and values in society . . .

37. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities . . .

38. to move to or maintain a policy of essentially open admissions.

39. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective . . .

40. to work with governemnt agencies in designing new social and environmental programmes . . .

41. to offer developmental or remedial programmes in basic skills (reading, writing, mathematics) . . .

42. to help students learn how to bring about change in society . . .

43. to focus resources of the college on the solution of major social and environmental problems . . .

44. to be responsive to regional and national priorities when considering new educational programmes for the college . . .

45. to provide educational experiences relevant to the evolving interests of special groups within the community . . .

46. to encourage the growth of inter-disciplinary studies . . .

47. to enlarge areas of student leadership within the College . . .

48. to be engaged, as an institution, in working for basic changes in society . . .

49. to ensure that students are given the opportunity to hear various points of view . . .

50. to create a system of campus governance that is genuinely responsive to the concerns of all people at the College . . .

51. to maintain a climate in which faculty commitment to the goals and well-being of the college is as strong as commitment to personal careers . . .

52. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.) . . .

53. to develop means by which students, faculty, administrators, and the community can be significantly involved in campus governance . . .

54. to maintain a climate in which communication throughout the organizational structure is open and frank . . .

55. to place no restrictions on off-campus political activities by faculty or students . . .

56. to decentralize decision making on the campus to the greatest extent possible . . .

57. to maintain a campus climate in which differences of opinion can be aired openly and amicably . . .

58. to protect the right of faculty members to present unpopular or controversial ideas in the classroom . . .

59. to ensure individuals the opportunity to participate or be represented in making any decisions that affect them . . .

60. to maintain a climate of mutual trust and respect among students, faculty, and administrators . . .

61. to create a campus climate in which students spend much of their free time in intellectual and cultural activities . . .

62. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life . . .

63 to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programmes, etc. . . .

64. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interest . . .

65. to experiment with different methods of evaluating and grading student performance . . .

66. to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies . . .

67. to participate in a network of colleges through which students, according to plan, may study on several campuses during their college years . . .

68. to sponsor each year a broad programme of cultural events - lectures, concerts, art exhibits, and the like . . .

69. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programmes . . .

70. to give credit for supervised study done away from the campus, e.g. in extension or tutorial centers, by correspondence, or through field work . . .

71. to intensify efforts in effective career counselling . . .

72. to make a systematic inventory of community resources with suggestions as to how these might be integrated into Vanier's learning and teaching patterns . . .

73. to facilitate the entrance of technology students to university.

74. to create a college known widely as an intellectually exciting and stimulating place . .

75. to create procedures by which curricular or instructional innovations may be readily initiated . . .

76. to give academic credit to some individuals solely on the bais of their performance if evaluated as successful, (with no college-supervised study, on or off-campus, necessary) . . .

77. to apply cost criteria in deciding among alternative academic and non-academic programmes . . .

78. to maintain or work to achieve a reputable standing for the college in relation to similar colleges . . .

79. to regularly provide evidence that the college is actually achieving its stated goals . . .

80. to carry on a broad and vigorous programme of extracurricular activities and events for students . . .

81. to bring into the college a wide range of professional experience to supplement local teaching skills . . .

82. to establish peer teaching situations within the college so that students can teach other students . . .

83. to maximize on-the-job learning experience . .

84. to end duplication of programmes within and between CEGEPs in order that there be the widest spectrum of choice . . .

85. to stimulate the introduction of a publication which will be devoted to research findings at the all-CEGEP level . . .

86. to determine within Vanier the specific problems which may yield to effective research technique . . .

87. to place initiative for encouraging research in the hands of a Co-ordinator of Research and Development . . .

88. to consider the efficiency with which college operations are conducted . . .

89. to be organized for continous short, medium, and long-range planning for the total institution . . .

90. to include local citizens in planning college programmes that will affect the local community . . .

91. to excel in intercollegiate athletic competition . . .

92. to be accountable to funding sources for the effectiveness of college programmes . . .

93. to create a climate in which systematic evaluation of college programmes is accepted as an institutional way of life . . .

94. to systematically interpret the nature, purpose, and work of the college to citizens off the campus . . .

95. to achieve consensus among people on the campus about the goals of the College . . .

96. to create a special commission on the implications of a tri-campus college . . .

97. to create the position of student ombudsman . . .

98. to publish financial statements in such a way that the whole college may be aware of the relative cost of programmes and other alternatives chosen . . .

99. to provide a system of re-education and re-training in the area of administrative problem-solving for administrative and teaching staff alike . . .

100. to hold pedagogical days to discuss college problems on a regular basis. . .

WE THANK YOU
FOR YOUR COOPERATION

PLEASE MARK ONE ANSWER FOR EACH OF THE INFORMATION QUESTIONS BELOW THAT APPLY TO YOU.

VANIER INSTITUTIONAL GOALS INVENTORY

A. MARK THE ONE THAT BEST DESCRIBES YOUR ROLE.

- INSTRUCTOR ☐
- STUDENT ☐
- ADMINISTRATOR ☐
- SUPPORT STAFF ☐
- MEMBER COMMUNITY (OUTSIDE VANIER) ☐
- OTHER ☐

B. FACULTY: INDICATE CURRENT TEACHING ARRANGEMENT.

- FULL-TIME (DAY) ☐
- PART-TIME (DAY) ☐
- EVENING ONLY ☐
- OFF-CAMPUS – EXTENSION ONLY, ETC. ☐
- OTHER ☐

C. FACULTY AND STUDENTS: MARK ONE FIELD OF TEACHING AND/OR RESEARCH INTEREST OR FOR STUDENTS, MAJOR FIELD OF STUDY.

- GENERAL PROGRAMS
  - BIOLOGICAL SCIENCES ☐
  - PHYSICAL SCIENCES ☐
  - MATHEMATICS ☐
  - SOCIAL SCIENCES ☐
  - ARTS, MUSIC ☐
- CAREER PROGRAMS
  - APPLIED BIOLOGICAL SCIENCES ☐
  - ENGINEERING TECHNOLOGIES ☐
  - APPLIED SOCIAL SCIENCES ☐
  - BUSINESS ADMINISTRATION ☐
  - CREATIVE ARTS ☐

D. ALL RESPONDENTS: INDICATE AGE AT LAST BIRTHDAY.

- UNDER 20 ☐
- 20 TO 29 ☐
- 30 TO 39 ☐
- 40 TO 49 ☐
- 50 TO 59 ☐
- 60 OR OVER ☐

E. STUDENTS: INDICATE YEAR OF PROGRAM

- 1ST YR. OF PROGRAM ☐
- 2ND YR. OF PROGRAM ☐
- 3RD YR. OF PROGRAM ☐
- FORMER STUDENT GRADUATE ☐
- FORMER STUDENT INCOMPLETE ☐
- OTHER ☐
  - FULL-TIME, DAY ☐
  - PART-TIME, DAY ☐
  - FULL-TIME, EVENING ☐
  - PART-TIME, EVENING ☐
  - OTHER ☐

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		NO IMPORTANCE OR N/A	LOW IMPORTANCE	MEDIUM IMPORTANCE	HIGH IMPORTANCE	EXTREMELY HIGH IMPORTANCE
1	IS	a	b	c	d	e
	SHOULD BE	A	B	C	D	E
2	IS	a	b	c	d	e
	SHOULD BE	A	B	C	D	E
3	IS	a	b	c	d	e
	SHOULD BE	A	B	C	D	E
4	IS	a	b	c	d	e
	SHOULD BE	A	B	C	D	E
5	IS	a	b	c	d	e
	SHOULD BE	A	B	C	D	E
6	IS	a	b	c	d	e
	SHOULD BE	A	B	C	D	E
7	IS	a	b	c	d	e
	SHOULD BE	A	B	C	D	E
8	IS	a	b	c	d	e
	SHOULD BE	A	B	C	D	E
9	IS	a	b	c	d	e
	SHOULD BE	A	B	C	D	E
10	IS	a	b	c	d	e
	SHOULD BE	A	B	C	D	E
11	IS	a	b	c	d	e
	SHOULD BE	A	B	C	D	E
12	IS	a	b	c	d	e
	SHOULD BE	A	B	C	D	E
13	IS	a	b	c	d	e
	SHOULD BE	A	B	C	D	E
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USE AN HB PENCIL – MAKE YOUR MARKS CLEARLY

A BRIEF
to the
SUPERIOR COUNCIL of EDUCATION
on the
PRESENT STATE and FUTURE DIRECTIONS
of the CEGEP

Submitted by:

Francis P. Greaney

for

Members of the Snowdon Campus
of Vanier College

March 12, 1974

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I. Introduction

We regret that it was not possible for the Faculty and Administration of the Snowdon Campus of Vanier College to take a more active part in the early stages of the Council's study. This was not due to a lack of interest on our part, but rather to the demands made on our time and energies last Fall as we struggled to organize a new academic structure in a new and uncompleted building, with a completely new student body and a majority of new staff members. In the past two months, however, we have had some opportunity to discuss and think about our directions for the future and to consider some of the questions proposed by your study. We hope that even at this late date, our reflections and suggestions may be useful to the Council and its research teams as they enter the second phase of their mandate.

Since the basis of our reflections has largely been our experience at the Snowdon Campus, a brief description of this campus may be helpful in evaluating our ideas and proposals.

The Snowdon Campus of Vanier College was created by the Board of Governors in the Spring of 1973 at the request of the Ministry of Education in order to provide necessary additional places for anglophone students. Rather than further expand the original St. Laurent Campus, the Board opted for a second campus of about 1700 students in the Snowdon area, that would be semi-autonomous in academic structures and curriculum but integrated with the over-all structures and services of the College.

Shortly thereafter, a Campus Principal was selected and eventually a Curriculum Coordinator and a Director of Campus Services. The first effort of these three persons, aided by Vanier College staff members (some of whom eventually joined the new campus) was to develop a program structure of academic organization as an alternative to the traditional departmental structure in order to facilitate closer cooperation between staff members and better integration of students' curricula.

Secondly, with the assistance of experienced CEGEP teachers, they developed an educational philosophy for the new campus that reaffirmed the priority of general education for all students and the need to integrate this with basic pre-university and technical programs. In short, the philosophy of Snowdon Campus from the beginning has been based on a deliberate return to the imperatives of the Parent Commission Report. (See especially Volume II, Chapter 6. Our present understanding of these imperatives can be found in the Snowdon Calendar Statement of Goals - see Appendix I)

Thirdly, the nuclear staff attempted to implement the program idea and the philosophy of general education in their hiring of new staff and in the organization of the curriculum. This process is still going on, since we are now seeking new staff for the second year of our programs and at the same time actively reexamining our curricular objectives at the program and campus levels.

It is from these on-going discussions of curriculum organization and development over the past year that many of the ideas in this brief have sprung. In addition some staff members engaged in curriculum research have made a fresh study of the Parent Report and related documents, including some of the briefs already submitted to the Council. From this renewed study of the sources and from our acute awareness of the difficulties we have encountered in trying to implement some of our basic goals, we have arrived at the following conclusions about the present situation and future needs of the CEGEPs and their students, which we submit for your consideration.

II. Overall Thrust of our Brief

Our experience of the present CEGEP situation, primarily at the Snowdon Campus, but apparently elsewhere as well, leads us to the conclusion that the present official curriculum, and the way it is implemented, does violence to the goals of general education set forth in the Parent Report. In both the Science and Career Programs, the demands of teachers, universities and professional associations for intensive and sometimes exclusive specialization have relegated the goals of general education to second or even third rank, and reduced the whole idea of general education to the fulfillment of a few required courses that are overcrowded, resented by students, downgraded by teachers in other areas, and frequently dropped or neglected when the course workload becomes too heavy. We believe this has resulted from a misconception of the relationship between general and professional education at the college level, which has resulted in the creation of two separate streams, each with its own curriculum, rather than a common and integrated curriculum offering a variety of fields of concentration. We further believe that the present course and work load required of all students, and particularly those in technical programs, has a distorting effect on teacher-student ratios and on the freedom of time, energy and spirit needed for a good college education.

In the following sections we will suggest three ways of restoring a sane balance between general and professional education for all students: (1) by creating a new structure for technical education; (2) by reducing the course requirements for the DEC in all programs; and (3) by further integrating and enriching the reduced curriculum.

III. A New Structure for Technical Education

We believe that a new structure for technical education is needed for the following reasons:

(1) The present technology programs overload the student with specialized course requirements that demand an exorbitant amount of time, effectively eliminate almost all options in other areas, and make the required general education courses seem, at best, a necessary evil to be tolerated for the sake of a diploma.

(2) The structure of these programs is such that they effectively segregate the career students from the other students and thereby deprive both groups of the opportunity to enrich their social and cultural experience.

(3) The present programs, because of lower staffing ratios and higher operating expenses, especially in the third year, tend to distort the overall budgeting and staffing norms -- out of all proportion to the numbers of students served and the results achieved in both general and technical learning. Such a distortion inevitably affects the quality of education in all areas of the College, most notably in the Core and Arts areas, and thus makes the goals of general education even more difficult to achieve.

(4) Perhaps least desirable of all, the present programs are seen by teachers, students, employers, and the public alike as "terminal" and exclusively oriented to a specific job, rather than as opening new doors to further educational opportunities, to new career options, to greater adaptability and mobility vis-a-vis a fluctuating labor market, and to a larger life beyond work.

(5) Finally, the oft-proclaimed desiderata of regionalization, of liaison with industries, hospitals and universities, and of cooperative work-study programs could better be realized by a structure that explicitly distinguishes between a basic program of general education with beginning specialization, and an advanced program of intensive specialization.

For these reasons, we advocate a new structure for technical education that would embrace two distinct levels -- College and Institute -- and embody the following features.

1. The College Level

At the college level there would be a non-terminal two-year basic technology program leading to the DEC, and preparing for post-collegial technical studies. This program would have a structure similar to that of the present pre-university programs, i.e. a Core, a Field of Concentration or Specialization, and Complementary courses. This two-year program would have the same number of course requirements for the DEC as we will propose for all programs in Section IV (i.e., a minimum of 20 and a maximum of 24 courses, exclusive of Physical Education).

The curriculum of this two-year basic technology program would be equally balanced between courses in general education (Core and Complementary courses) and a "Field of Specialization" that would be made up of (a) basic courses that would be propaedeutic to a variety of specialized technical fields (e.g. maths, basic sciences, basic social sciences), and (b) courses that begin the student's involvement with a specific technical field (e.g. typing, nursing, surveying, environmental management, accounting, etc.). Since this program would be non-terminal for most students, the emphasis would be on providing general education and the basic technical courses that would enable the student to specialize later in any one of several technical fields, and if need be to change his specialization without undue loss of time.

Successful completion of this basic two-year technology program would constitute the minimal entrance requirement for admission to some university programs (e.g. engineering, commerce, nursing) and/or to advanced studies at an "Institute of Technology" (see next section).

2. The Institute Level

We propose that post-collegial Institutes of Technology be set up that would incorporate the present third year of Career programs and, eventually, one or two additional years of advanced technical studies. This might be done by the Universities or through the creation of completely separate public institutions empowered to grant degrees in advanced technology. For practical and economic reasons, however, we suggest that it might be best begun within the framework of the existing CEGEPs, on the basis of already existing personnel and facilities.

The Institutes of Technology would be located on the CEGEP campuses, sharing many of the same facilities, resources, and staff, and under the same Board of Governors and the same General Administration. However, they would have separate budgeting, staffing, and salary norms appropriate to the needs of highly specialized technical education. They would develop their own curricula and have their own Academic Council responsible to the Board, but would work closely with their colleagues at the College level, as well as with the universities, in planning and implementing their programs.

The Institutes would develop their programs in close conjunction with businesses, industries, hospitals, governmental agencies, and professional and employers' associations; and wherever feasible, they would create cooperative work-study programs to achieve their goals. The technical specializations to be offered at each Institute would be determined on the basis of existing resources of personnel and equipment and on the basis of regional needs. Students who had to migrate to another part of the Province to pursue their specialty would have their travel and/or residence expenses subsidized by the government.

Students who completed one or two years of advanced studies at an Institute would receive appropriate diplomas or certificates, which would be recognized by employers and professional associations. Students who successfully completed three years of advanced studies at an Institute would be eligible for a degree of Bachelor of Technology, that would be awarded either by the Ministry of Education or through affiliation with a University.

We see many advantages in the proposed new structure for technical education. At the college level it would enlarge the possibilities for general education for technology oriented students; at present the possibilities are minimal. It would also make possible the offering of complementary courses in basic technology for arts and science students. It would thus permit a better integration of curriculum between the general and technical spheres, and a better social and cultural integration of the student body, since there would be more courses open to both and both groups could choose options across the board. (See Chart, p.14) This would reduce the present segregation of career students and help to eliminate the stigma of "second class citizens".

Moreover, it would fulfil the Parent Commission's idea of continuing general education and only beginning special education at the CEGEP level, since it would concentrate in the college years on the general and basic courses, leaving the bulk of intensive specialization for advanced studies at the University or Institute. It would thereby avoid the narrow and premature specialization that often leads to an impasse with regard to both jobs and further educational opportunities. Such a format would permit arts and science students to change their orientation towards technical careers without serious loss of time, and might permit some technical students to discover an interest and talent in the arts or sciences that they could then pursue at a higher level; for example, some students doing advanced studies at an Institute might want to continue their general education by taking optional courses in the college or in programs of continuing education.

We think this structure would make technology programs more attractive to more students by eliminating their "terminal" status and opening up avenues to further education. Some students, equipped with a good general education and a basic foundation in technical studies might opt for the job market upon completion of their two-year CEGEP program, just as some pre-university students do at present. But with a better general background, they would always be able to return later for further studies. Others might opt for an additional one, two, or three years at an Institute or University to achieve a higher level of professional competence and in some cases a Bachelor's degree. Still others might return after a period of time for recycling in their technical field or to prepare themselves for a better job in another field. In any event, there would no longer be any automatically terminal education as at present.

Finally, the separation of the present third year of Career programs from the two-year college program would make possible a more rational distribution of staff within the college and open the door to curriculum reforms that are presently unthinkable.

IV. Reduction of Course Requirements for the DEC in All Programs and Consequent Lowering of Teacher-Student Ratios

The present course requirements for the DEC (24 courses for pre-university students and 36 (or more) for career students -- not including physical education courses which are required at some campuses) constitute a work-load that we believe is inimical to the goals of general education, destructive of a genuine atmosphere of learning, and incompatible with a sane life-style for developing adolescents. This situation is particularly acute in the Science and Careers sectors but directly and indirectly it also affects highly-motivated Arts students. At the Snowdon campus, this has been the single loudest complaint of both teachers and students and one of the biggest obstacles to realizing the goals of both general and professional education. It has resulted in unacceptably high percentages of course withdrawals, failures, absenteeism and drop-outs. Coupled with current staffing norms, it has resulted in an excessive teacher work-load, especially in the general education sectors, that threatens the quality of teaching and learning, makes personal attention to students' needs all but impossible, and renders co-curricular involvement of both students and teachers an unaffordable luxury. The present system generates strains on physical facilities and space-use; reduces flexibility in scheduling, course selection, and curriculum planning; and discourages student participation in social and cultural activities. By emphasizing quantitative rather than qualitative norms for education achievement, it tends to perpetuate the worst features of the high-school routine and mentality.

This situation has resulted partly from the demands of technical and professional associations for the inclusion of more and more specialized training in the curriculum, and partly from the demands of university faculties for the fulfillment of specialized pre-requisites to university admission. Happily, the universities are beginning to recognize the folly of this course (see the recent CLESEC report) and we hope that our proposal above for a two-level technical structure will help in resolving the dilemma on the technical side.

Nevertheless, we believe that the colleges need not wait on the action of these groups, but rather assert their own identity and goals and the reasonable limits of their responsibilities. In this spirit we offer the following proposals:

1. Reduction of Course Requirements

We propose that requirements for the DEC in all programs (Arts, Sciences, Social Sciences and Technologies) be reduced from the present 24 courses to a minimum of 20 courses.[1]

We suggest that these 20 courses be distributed as follows:

CORE (6)

Three courses in Maternal Language & Literature

Three courses in Philosophy or Humanities

CONCENTRATION (10)

Ten courses in a Field of Concentration or Specialization with a minimum of two and a maximum of five in any one discipline.

(For purposes of concentration, we propose that Philosophy and Religious Studies should constitute one discipline, and Maths and Computer Science should constitute one discipline.)

COMPLEMENTARY (4)

Four courses chosen outside the area of concentration or specialization

With this reduction, a typical two-year DEC program, whether in Arts, Sciences, Social Sciences or Technology, would look like this:

---

[1] Where Physical Education is required, this would mean a reduction from 28 to 24 courses. Since this requirement is not universal at present, we have omitted it from our discussions; but this does not mean that we are opposed to it.

Semester I

Maternal Language
Concentration or Specialization
Concentration or Specialization
Concentration or Specialization
Complementary

Semester II

Maternal Language
Philosophy or Humanities
Concentration or Specialization
Concentration or Specialization
Complementary

Semester III

Maternal Language
Philosophy or Humanities
Concentration or Specialization
Concentration or Specialization
Complementary

Semester IV

Philosophy or Humanities
Concentration or Specialization
Concentration or Specialization
Concentration or Specialization
Complementary

This would be the normal four-semester course load for all students. Students who achieved a certain level of proficiency in all their courses in the first semester would be given the option of taking an additional course in the second semester, etc. In this way, the more gifted and better motivated students could enrich their programs if they so desired.

Successful completion of this two-year DEC program in Arts, Sciences, Social Sciences or Technology would constitute the minimal requirement for admission to advanced studies at a University or Institute of Technology. In line with the preliminary recommendations of the CLESEC Report, pre-requisites for University or Institute programs should be kept to the minimum necessary to maintain reasonable academic standards and to assure that students have the necessary foundations for advanced studies.

We believe that this two-year program represents a humane, reasonable, and balanced college curriculum that would permit the effective realization of the goals of both general and beginning professional education; combined with the proposals in Sections III and V above, it would encourage a genuine integration of humanistic, scientific and technical learning for all students.

2. Reduction of Teacher-Student Ratios

The Parent Commission Report called for small classes at the 'CEGEP', a close teacher-student relationship, effective counselling, involvement of teachers in curriculum planning and experimentation, and in collegiate governance. Everybody accepts these as desirable, indeed necessary, means for achieving quality education. Yet they are almost impossible to realize when, despite the official norm of 1-15 (which should result in a working ratio of 1-90) many teachers in fact are responsible for as many as 150 students each semester. Again, this excess is felt most heavily in those areas involved with general education. We believe that our proposal for transferring the third year of Career programs to an Institute with separate staffing norms, coupled with our proposal to reduce the normal course load for all students at the college level, may be the key to resolving this dilemma. But this would only be the case if the present over-all norm of 1-15 were maintained at the college level.

We therefore propose that this official ratio be maintained in conjunction with the separation of the third year of Careers and the reduction of the normal course load to five courses per semester. This would result in a reduction of the average teacher work load from 1-90 to 1-75. If the 1-75 working ratio were then distributed internally over all programs in a rational way, there would result a range of actual work-loads that might extend from a minimum of 1-50 up to a maximum of 1-120. We believe this would be a reasonable and acceptable solution, provided that the internal distribution were done on the basis of sound pedagogical considerations.

The alternative to this solution would be to maintain the current course requirements and reduce the overall staffing ratio below 1-15. But, in our opinion, this would be both pedagogically and economically unsound, since it would perpetuate many of the curriculum problems associated with the excessive student work-load, and would also necessitate costly staffing increases. Our proposal, on the other hand, would simultaneously solve the curriculum problem and the teacher work-load problem (the two are in fact interconnected) without creating additional financial burdens for the taxpayers.

V. Enriching the Curriculum

The reduction of student course requirements and of teacher work-loads, along with the integration of the basic technology programs with the Arts and Sciences at the college level, would make possible an enrichment of the CEGEP curriculum, and of the whole of college life, along the lines envisioned in the Parent Report. We can only begin here to sketch some of the possibilities that would be opened up by the adoption of these proposals.

1. Integration

First, instead of two separate streams, there would be one integrated college curriculum, with four fields of concentration or specialization: Sciences, Social Sciences, Arts and Letters, and Technology (see Chart below). The basic technology courses would constitute a Group of Disciplines on a par with the present pre-university Groups. Within this fourth group, a variety of combinations could be recommended as basic programs preparing for further technical studies. In addition, disciplines in this Group could be chosen by students in the other Fields as complementary courses, and Technology students would be able to choose the same range of complementary courses now available to pre-university students. Since both groups would now be engaged in the same enterprise, namely perfecting their general education and at the same time preparing themselves for further specialization in a particular area, the categorical distinction between pre-university and career students would be replaced by a functional distinction between the twin goals of general education and professional (or better still, pre-professional) education being pursued by all students.

2. Bilingualism and Biculturalism

All students at the CEGEP should have the opportunity to perfect their knowledge of French or English as a second language and to appropriate the riches of the two main cultural traditions in Quebec and Canadian society. This possibility has hitherto been denied to most Technology students because of the lack of genuine open spaces in their timetable. The proposed revision and reduction of course requirements will give to all students the option and above all the time to master the second language. To maximize this possibility, we propose that French and English as second languages be included among the courses common to all groups of disciplines, so that they could be chosen either as a discipline within any field of concentration or as complementary to any field (see Chart below).

Some of us also feel that Historical Studies, emphasizing courses in Canadian and Quebec History, should be further encouraged at the college level, either by including this discipline among the options available within every concentration, or at least by including it among the disciplines in Group III (Arts and Letters). However, there is not yet a consensus on this point.

3. Revised Table of Disciplines

To show interrelationships of the proposals made so far, we offer the following schema which, we believe, represents a clear, balanced, integrated, and sufficiently varied curriculum for college students:

CECEP Course Patterns

CORE COURSES
3 English
3 Humanities

+

FIELD OF CONCENTRATION or SPEC.
10 courses from
3 or 4 disciplines in
1 of 4 groups of disciplines

+

COMPLEMENTARY COURSES
4 courses outside concentration

GROUPS OF DISCIPLINES

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<tr><th>I
Sciences</th><th>II
Social Sciences</th><th>III
Arts and Letters</th><th>IV
Technology</th></tr>
<tr><td colspan="4">........ Mathematics and Computer Science (= one discipline) ....</td></tr>
<tr><td colspan="4">...... Philosophy and Religious Studies (= one discipline) .....</td></tr>
<tr><td colspan="4">........ French or English as Second Language ....</td></tr>
<tr><td colspan="4">? .... Historical Studies .... ?</td></tr>
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<tr><td></td><td>Political Science</td><td></td><td>etc.</td></tr>
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</table>

4. Further Possibilities

With more options available to all students, and more time available to students and teachers, new and imaginative complementary courses could be developed that might go beyond the limits of traditional disciplines. We can conceive, for example, humanistically-oriented science and social science courses for non-specialists, courses in art and music appreciation, area studies, classics in translation, media studies, etc.

In addition, there would be more possibilities for developing a variety of teaching-learning formats, such as seminars, tutorials, individualized instruction, modular courses, team-teaching, etc. There could also be developed enriched courses in cooperation with other institutions and agencies, such as museums, hospitals, law courts, urban planning boards, community organizations, National Film Board, etc. We believe that within the CEGEP system there is a great store of talents and energies that will be released in a creative way once the obstacles that we have mentioned above are removed.

Finally, and much to be desired, would be the possibility of developing co-curricular activities that would enrich the students' college experience and improve the living and learning climate of the CEGEPs. We are thinking of such things as drama, music, debating, creative writing, journalism, sports, community services, and student participation in the planning and governance activities of the college. Today, most students and teachers have neither the time nor the energy to devote to these activities.

VI. Conclusion and Summary

The three areas of reform outlined above -- creating a new format for technical education, reducing course requirements and teacher-student ratios, and enriching the curriculum in content and methodology -- if taken together would significantly improve the environment of learning, the quality of teaching, and the level of motivation in the CEGEP. None of them would require massive new funding or staffing; rather, they call for a shift of priorities within the framework of existing physical and human resources -- a shift in the direction of better realizing the original goals of general and professional education for all students at an appropriate college level and of humanizing the college experience for students and teachers alike.

Summary of Recommendations

We therefore recommend:

1. That the task of technical education be divided between a basic two-year college program and a one-to-three-year Institute program (Section III)
2. That the college program in technology be integrated with the Arts and Sciences (Sections III and V)
3. That the normal course load for students in all programs be five courses per semester (plus physical education where feasible) and that the course requirement for the DEC be a minimum of twenty courses (Section IV)
4. That the present overall staffing ratio of 1-15 be maintained and redistributed internally (Section IV)
5. That the priority of an enriched and varied general education for all students be firmly maintained, and that professional education in the Sciences, Social Sciences, Arts and Technology be concentrated in the basic and foundational disciplines (Sections III and V)
6. That bilingualism and biculturalism be encouraged as valid goals of a college education (Section V)

Respectfully submitted,

Francis P. Greaney

for

March 12, 1974 — Members of Snowdon Campus, Vanier College

APPENDIX I

Excerpt from the Snowdon Campus Calendar

Winter 1974

GENERAL EDUCATION: THE CEGEP AND THE SNOWDON CAMPUS

The primary aim of the Snowdon Campus of Vanier College and the CEGEP system is to provide, at public expense, a thoroughly general and professional education at the college level for all qualified graduates of secondary schools in the Province of Quebec. This universal and comprehensive aim makes the CEGEP unique among college systems. Its gradual implementation since 1967 has been a part of the "quiet revolution" in Quebec -- and world -- education.

An essential part of this revolutionary concept was the decision to pursue the goals of general and professional education for all students at the same time and under the same roof. It is this "marriage" of goals, traditionally kept separate, that gives the CEGEP its distinctive character. To understand what the "marriage" really means and why it was arranged, a few definitions are in order.

Professional education, in the CEGEP context, means the systematic preparation either for a technical career or for advanced studies at a university. Both of these preparations involve some degree of specialization, either in the knowledge and techniques required for a particular career such as nursing or business administration, or in the contents and methods of a particular branch of university studies such as the sciences, social sciences or arts. Thus both career students and pre-university students are involved in professional education from their first day at a CEGEP.

At the same time both groups of students are continuing their general education, that is the disciplined development of those insights, skills and values that are important for our growth as human beings within a given society... no matter what our particular occupation may be.

In the present CEGEP system the goals of general education are pursued in three ways: (1) through the common courses in English and Humanities required of all students; (2) through the complementary or optional courses that each student chooses outside his field of professional concentration; (3) through required diversification within the chosen field of concentration. *

The "core" programs in English and Humanities are designed to help each student develop to a higher level his basic skills of reading, thinking, writing and speaking; to initiate critical reflection on his -- and his society's -- intellectual, artistic, moral, social and political values; and to promote a deeper insight into the human condition both past and present.

The complementary or optional courses in such subjects as philosophy, science, mathematics, modern languages and fine arts make it possible for students to expand their general culture in areas of their personal need or interest.

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* It should be noted that the present system provides for more options and diversity in the pre-university programs than in the career programs. The main reason for this is that university requirements remain fairly flexible, while the requirements for employment in technical fields are more rigorously defined by the various professional associations.

The diversification within the fields of concentration aims at assuring a solid grounding in the concepts and methods of several disciplines or techniques within a professional field, and thus enables the student to make more knowledgeable decisions about his future studies or career.

While the need for professional education in our society is widely recognized and rarely questioned, the need for combining this with a thorough general education is often overlooked. Yet the reasons for including general education for all students in the college system are as compelling today as they were at the time of the Parent Report -- perhaps more so. Among these reasons are the following:

(1) Self-discovery: students coming to maturity in a complex and fast-changing society need the time and opportunity to discover themselves, to identify their real interests and abilities, to explore various possibilities of knowledge, (skills and values) as a basis for their life decisions.

(2) Leisure: they need to prepare themselves realistically for that larger portion of their lives that will not be consumed by their professional careers -- shorter work-weeks, longer holidays, earlier retirement -- so that they can constructively enjoy the benefits and responsibilities of greater leisure and personal freedom.

(3) Integration: they need to learn how to relate their academic and technical knowledge to the larger issues of living in a complex and changing society; and to integrate different kinds of knowledge and experience, for example science and art or technology and politics.

(4) Value: they need to come to grips not only with questions of fact and technique, but also with questions of quality and value in every sphere of knowledge and life.

(5) Communication: they need to learn how to communicate effectively with others, whether through speech and writing, or through art and music, or through the modern media; and they need to learn how to interpret human communication in all its forms.

It is to respond to human needs of this kind that general education in the CEGEP system is combined with professional preparation. The success of the CEGEP idea depends on the degree to which each student realizes this "marriage" in his own education.

COLLEGIAL OBJECTIVES AS PER THE SUPERIOR COUNCIL OF EDUCATION - September 1973

In the spring of 1973, the Minister of Education announced that he was asking the Superior Council of Education to conduct an inquiry into the CEGEP system with a view to establishing long range objectives

The Council created a Commission, frequently referred to as the Nadeau Commission, after its chairman Jean-Guy Nadeau, to study "L'Etate et les Besoins de l'Enseignement Collegial".

That Commission, the following September, communicating with interested parties to invite their participation in the study, presented a series of objectives it felt were commonly held within the CEGEP system.

They are as follows:

1. MAKE COLLEGIAL EDUCATION MORE DEMOCRATIC, I.E.,

   1.1 Make collegial education accessible to the largest possible number of regular students and adults, whilst making allowance for the diversity of tastes and talents.

   1.2 Increase enrolment at the collegial level.

   1.3.1 Regroup in a same social environment students in pre-university and in technological programs, so as to bring together future "technicians" and future "professionals".

   1.3.2 Make the college a plural society, without distinction of race, creed, sex, age or culture.

   1.4 Encourage participation by making the College:

      1.4.1 a partner of the State;
      1.4.2 an instutuion that serves the community;
      1.4.3 an institution where all those involved (administrators, students, parents, teachers) participate in the administration of the College, in establishing its policies and in all aspects of college life.

2. PLAN THE DEVELOPMENT OF POST-SECONDARY EDUCATION, I.E.,

   2.1 Create a new educational phase that ensures a smooth transition from the secondary to the university level -- a level that prepares both for university and the labour market.

   2.2 Create an educational level that is polyvalent

      2.2.1 in its pre-university and career training
      2.2.2 in the variety of fields of concentration and of specialization

it offers

2.2.3 in the flexibility of its structures

2.2.4 in its objective to facilitate both general education and a degree of specialization.

2.3 Ensure better utilization of available human and material resources by regrouping the Colleges and by planning and co-ordinating the development of collegial education.

3. IMPROVE THE LEARNING PROCESS, I.E.,

3.1 Make sure that education at the collegial level is provided with the physical and financial resources it needs for rapid development (buildings, equipment, labs);

3.2 Provide better services within the Colleges: orientation, health, job placement, library, audio-visual, research, individual academic advising;

3.3 Recruit qualified personnel, develop a congenial atmosphere for them, and encourage student-teacher relations;

3.4 Co-ordinate pre-university programmes and ensure their relevance whilst improving the general level of education;

3.5 Ensure that the career programmes answer the needs of the labour market and that the courses they offer, both those of general educational value and of specialization, adequately prepare for the career in view;

3.6 Update teaching methods; encourage the use of more efficient learning devices;

3.7 Offer better guidance to students; help them choose a programme that takes into account both their own motivations, tastes and talents and the needs of the society of tomorrow. Programmes should be so adaptable to the varied needs of 17 - 19 year-olds, that they reduce the rate of drop-out and failure and better prepare for life.

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